

# KEYSTROKES

calculator activities  
for young students



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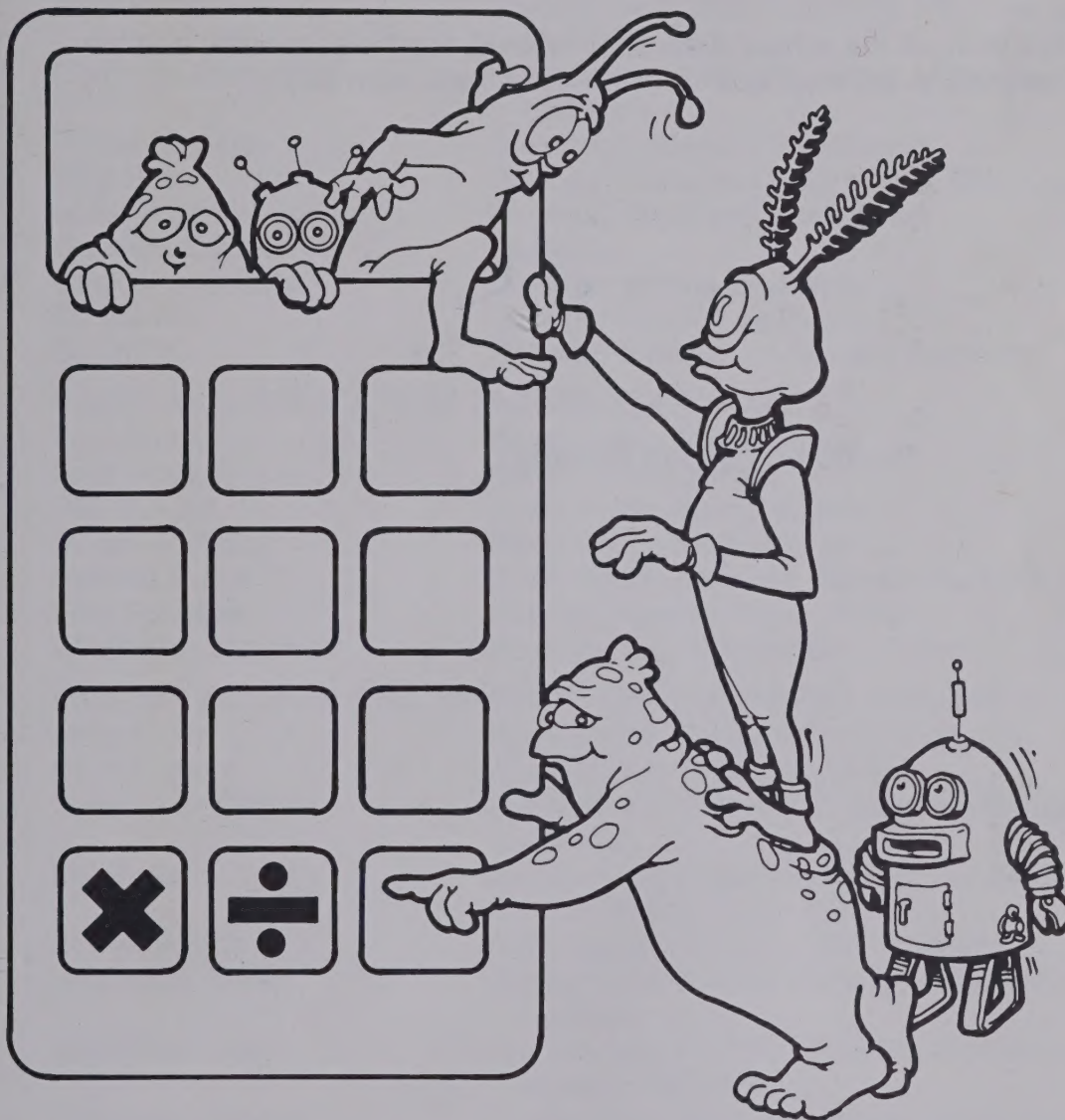
MULTIPLICATION and DIVISION





# KEYSTROKES

calculator activities for young students  
**MULTIPLICATION and DIVISION**



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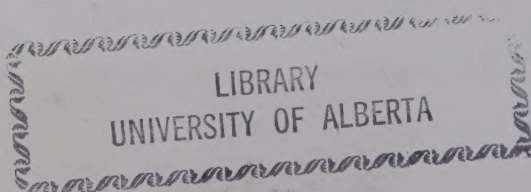
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INTRODUCTION

The Keystrokes series provides a wide range of classroom-tested calculator activities for students in grades 2 through 6. The books in the series are:

- Keystrokes—Addition and Subtraction*
- Keystrokes—Multiplication and Division*

The focus of this book is on multiplication and division. Included are activities on repeated addition, repeated subtraction, basic facts, patterns, problem solving, estimation, and application through word problems. At the top of each page you will see a listing of skills, ordered by emphasis, with the first skill giving the main focus of the activity. In addition, many pages include teaching suggestions for implementing the various activities. All these materials have been developed for and used with a variety of textbook series and can be easily integrated into any current mathematics program.

Keystrokes has been developed for use with a four-function calculator with algebraic logic and eight-digit display. Most of the activities, however, are suitable for use with any calculator. The table below indicates the pages in this book involving activities that require specific calculator capabilities. A quick check of your calculator's capabilities will alert you to activities that may require further instruction.

Capability: Repeated Addition  
Pages 1, 10, 11, 61, 62, 64, and 67

Key	Display shows
0	0
+	0
2	2
=	2
=	4
=	6

Capability: Multiplication Constant  
- Pages 19 and 25

Key	Display shows
3	3
X	3
=	9
4	4
=	12

Capability: Repeated Subtraction  
Pages 12 through 14

Key	Display shows
15	15
-	15
5	5
=	10
=	5
=	0

Capability: Division Constant  
Page 20

Key	Display shows
4	4
÷	4
=	1
12	12
=	3

Some calculators may not show the exact displays illustrated above. Slight discrepancies should be considered before using the related activities in the classroom.

## Getting Started

If your students have never used a calculator before, you may wish to work through the First-Day Activities with them. Experience has shown that these warm-up activities provide crucial instruction and motivation for the student who is unfamiliar with the calculator.

A one to one correspondence between students and calculators is ideal. Many calculator activities, however, can be effectively used by two students sharing one calculator.

Boxes that are similar to those in which vinegar and cooking oil are shipped provide excellent storage for calculators. These boxes can often be obtained from grocery stores or supermarkets.

Remind students to turn off the calculators that are not being used. Assign to one of your students the responsibility of checking the storage box after each lesson to see that all the calculators are turned off.

If the calculators are to remain in your classroom all year, you will find it helpful to have the students tape their names on the calculators. This will help promote a sense of responsibility.

## First-Day Activities

### *On, Off, and Clear Keys*

Be sure all students know where these keys are and how they are used. The © key is not included in any of the keying instructions in this book. Students should understand that, unless they are instructed otherwise, © must be pressed after each calculation.

### *Free Time*

Let your students experiment with the calculator. Allow three to five minutes for them to explore its capabilities on their own. At the end of this time, most students will be eager for guidance.

### *Entering Equations*

Instruct your students to solve the following equations on their calculators. You may wish to show the keying sequences on the chalkboard.

$2 + 3 =$	$(2) (+) (3) (=)$
$12 - 7 =$	$(1) (2) (-) (7) (=)$
$5 \times 11 =$	$(5) (X) (1) (1) (=)$
$18 \div 9 =$	$(1) (8) (\div) (9) (=)$
$4 + 5 + 8 + 10 =$	$(4) (+) (5) (+) (8) (+) (1) (0) (=)$



### *Constant Addend Feature*

This feature enables students to skip count. If the calculators that you are using have a constant addend feature, the following exercises will provide additional motivation for your students.

- Enter  $1+1=$  ...

Read each number aloud as it is displayed. Have the students race to 100, stopping exactly at 100.

Based on the time it takes to race to 100, have the students guess how long it would take to race to 200. To 1000.

- Enter  $0+2=$  ...

This keying sequence will enable students to count by twos. Have them count to 100, predicting each number before it is displayed.

Use this same keying procedure to count to 100 by fives, and then by tens.

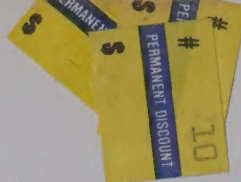
- Have your students count backwards. For example:

Enter  $100-1=$  ... or Enter  $100-2=$  ...

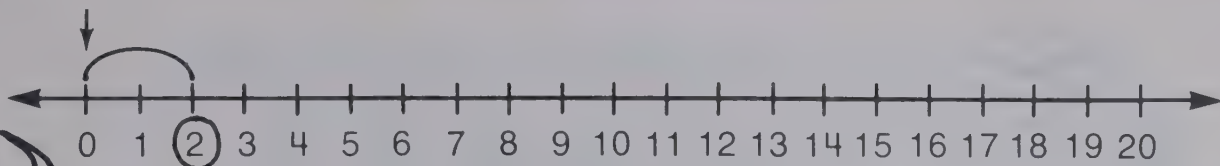
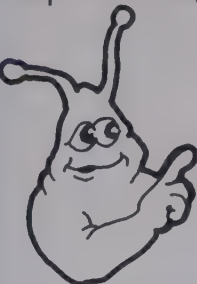
### *Highest Number*

Ask your students to find the highest number their calculators will display. Have them add one to this number. Many calculators will flash when overloaded, others will display E's across the display. Students should recognize the overload signal and understand its importance.









Start at 0. Skip count by 2s.  
Circle each number you land on.

You can also use your to skip count. Here's how.

To skip count by 2s

- Enter  $0+2=$
- Press  $=$
- Keep pressing  $=$
- Each time you press  $=$ , write the number below.

2  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Now try these with your .

- Enter  $1 \times 2 =$ , then  $2 \times 2 =$ , and so on.

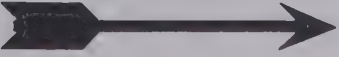
$1 \times 2 =$  2  
 $2 \times 2 =$  \_\_\_\_\_  
 $3 \times 2 =$  \_\_\_\_\_  
 $4 \times 2 =$  \_\_\_\_\_  
 $5 \times 2 =$  \_\_\_\_\_  
 $6 \times 2 =$  \_\_\_\_\_  
 $7 \times 2 =$  \_\_\_\_\_  
 $8 \times 2 =$  \_\_\_\_\_  
 $9 \times 2 =$  \_\_\_\_\_  
 $10 \times 2 =$  \_\_\_\_\_

Are the answers in both columns the same? \_\_\_\_\_

Use your to skip count by 3s.

- Enter  $0+3=$
- Keep pressing  $=$
- Write the numbers below.

3  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



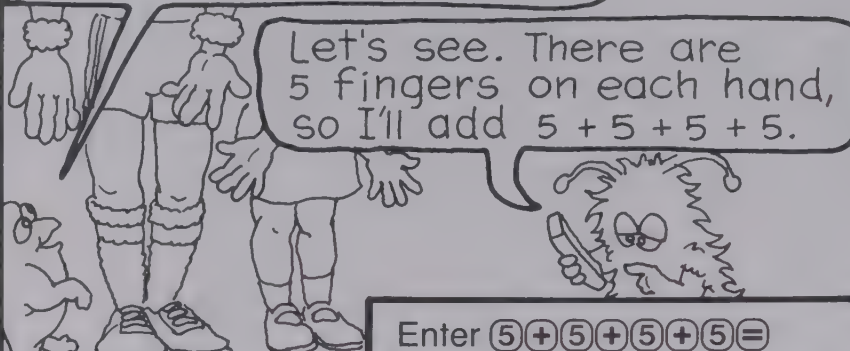
Use your to find these products.

$1 \times 3 =$  3  
 $2 \times 3 =$  \_\_\_\_\_  
 $3 \times 3 =$  \_\_\_\_\_  
 $4 \times 3 =$  \_\_\_\_\_  
 $5 \times 3 =$  \_\_\_\_\_  
 $6 \times 3 =$  \_\_\_\_\_  
 $7 \times 3 =$  \_\_\_\_\_  
 $8 \times 3 =$  \_\_\_\_\_  
 $9 \times 3 =$  \_\_\_\_\_  
 $10 \times 3 =$  \_\_\_\_\_

Are the answers in both columns the same? \_\_\_\_\_




How many fingers in all ?




Let's see. There are 5 fingers on each hand, so I'll add  $5 + 5 + 5 + 5$ .

Enter  $5 + 5 + 5 + 5 =$

The answer is 20.

$$\begin{array}{r} 5 + 5 + 5 + 5 = 20 \\ \hline \text{Addition Equation} \end{array}$$


You can also do it with multiplication.



Number of hands

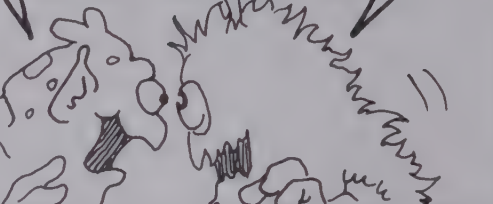
Number of fingers

$4 \times 5 =$

$4 \times 5 = 20$

Multiplication Equation

The answer is 20.



Try these problems by adding. Then do them by multiplying.

1.



How many fingers on each hand? \_\_\_\_\_

How many hands? \_\_\_\_\_

Use your  $5 + 5 + 5 + 5 + 5 + 5 =$  \_\_\_\_\_

Use your  $6 \times 5 =$  \_\_\_\_\_

3.



How many eyes on each monster? \_\_\_\_\_

How many monsters? \_\_\_\_\_

How many eyes in all? \_\_\_\_\_

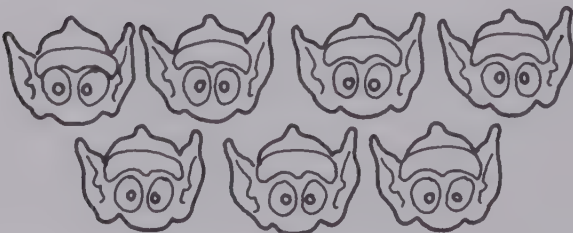
\_\_\_\_\_

Addition Equation

\_\_\_\_\_

Multiplication Equation

2.



How many ears on each head? \_\_\_\_\_

How many heads? \_\_\_\_\_

Use your

$2 + 2 + 2 + 2 + 2 + 2 + 2 =$  \_\_\_\_\_

Use your  $7 \times 2 =$  \_\_\_\_\_

4.



How many legs on each animal? \_\_\_\_\_


How many animals? \_\_\_\_\_

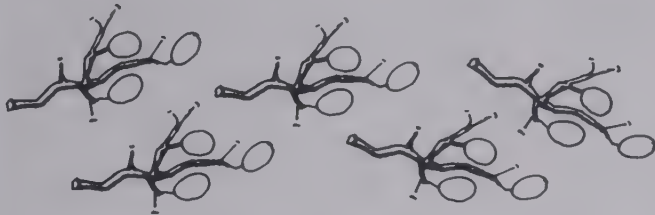
How many legs in all? \_\_\_\_\_

Write your equation here.





Write an addition equation and a multiplication equation to show the total number of grapes in each group. Use your  to find each answer.

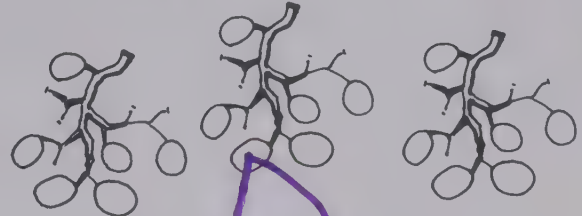


1. Addition equation:

\_\_\_\_\_

Multiplication equation:

\_\_\_\_\_

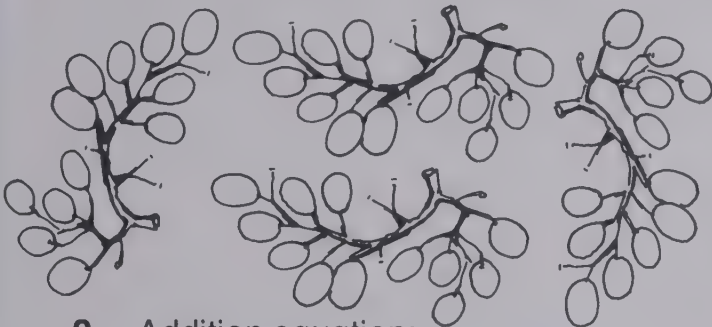


4. Addition equation:

\_\_\_\_\_

Multiplication equation:

\_\_\_\_\_

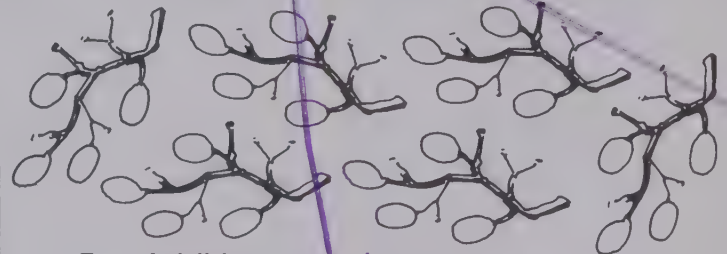


2. Addition equation:

\_\_\_\_\_

Multiplication equation:

\_\_\_\_\_

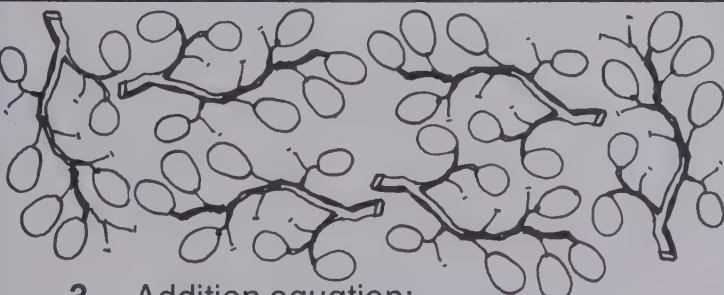


5. Addition equation:

\_\_\_\_\_

Multiplication equation:

\_\_\_\_\_



3. Addition equation:

\_\_\_\_\_

Multiplication equation:

\_\_\_\_\_

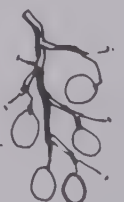


6. Addition equation:

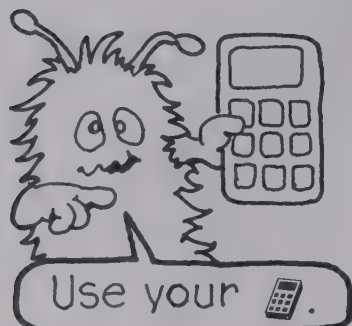
\_\_\_\_\_

Multiplication equation:

\_\_\_\_\_







Fill in the missing numbers.



1.  $7 + 7 + 7 + 7 =$  \_\_\_\_\_  
 $4 \times 7 =$  \_\_\_\_\_

2.  $6 + 6 =$  \_\_\_\_\_  
 $2 \times 6 =$  \_\_\_\_\_

3.  $3 + 3 + 3 + 3 + 3 + 3 =$  \_\_\_\_\_  
 $6 \times 3 =$  \_\_\_\_\_

4.  $6 + 6 + 6 =$  \_\_\_\_\_  
 $3 \times 6 =$  \_\_\_\_\_

5.  $7 + 7 + 7 + 7 + 7 =$  \_\_\_\_\_  
 $5 \times 7 =$  \_\_\_\_\_

6.  $8 + 8 + 8 =$  \_\_\_\_\_  
\_\_\_\_\_  $\times 8 =$  \_\_\_\_\_

7.  $9 + 9 + 9 + 9 =$  \_\_\_\_\_  
 $4 \times$  \_\_\_\_\_  $=$  \_\_\_\_\_


8.  $10 + 10 + 10 + 10 + 10 =$  \_\_\_\_\_  
 $5 \times$  \_\_\_\_\_  $=$  \_\_\_\_\_

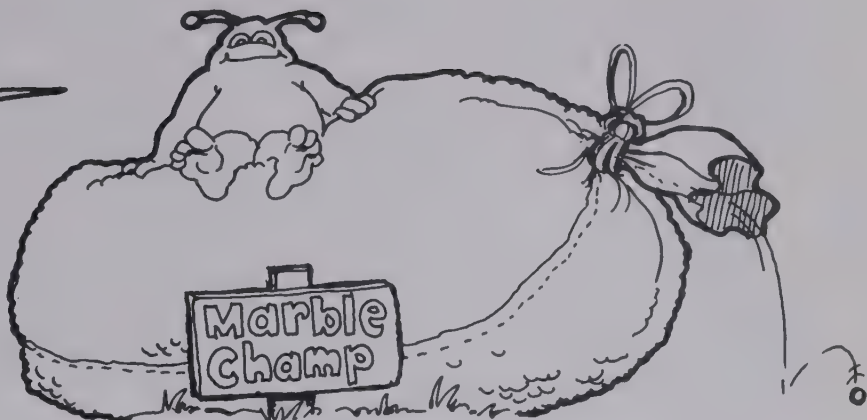
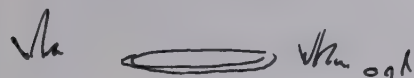
9.  $2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 =$  \_\_\_\_\_  
\_\_\_\_\_  $\times$  \_\_\_\_\_  $=$  \_\_\_\_\_

10.  $4 + 4 + 4 + 4 + 4 + 4 =$  \_\_\_\_\_  
\_\_\_\_\_  $\times$  \_\_\_\_\_  $=$  \_\_\_\_\_





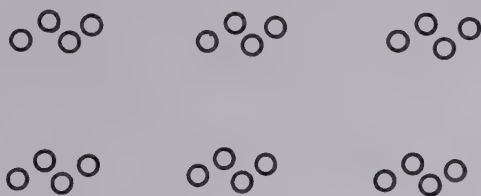
Write a multiplication equation. Use your  to find each product.



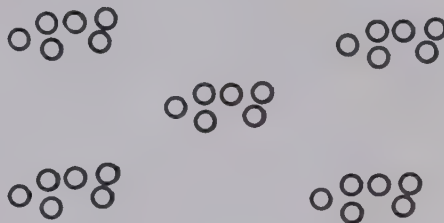
1.  $3 \times 6 =$  \_\_\_\_\_



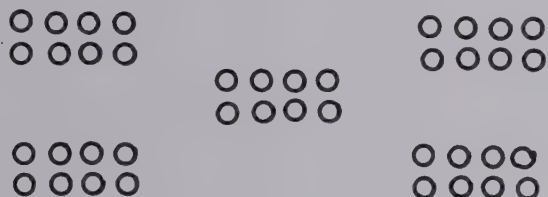
5. \_\_\_\_\_



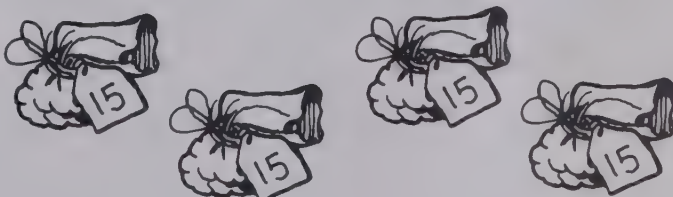
2. \_\_\_\_\_



6. \_\_\_\_\_



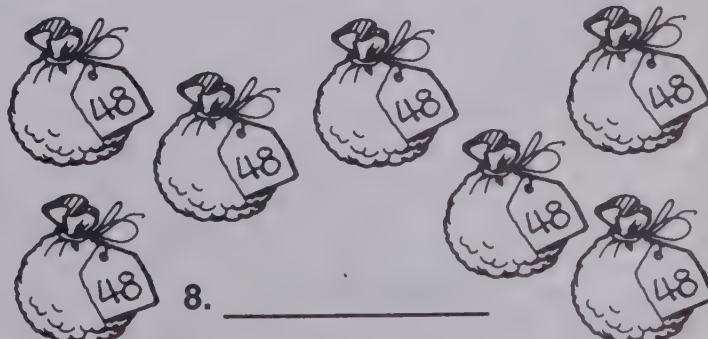
3. \_\_\_\_\_



7. \_\_\_\_\_



4. \_\_\_\_\_



8. \_\_\_\_\_


I wonder what these boxes will weigh altogether?

You have 6 boxes, and each box weighs 7 grams. I'll just multiply 6 and 7.

Enter 6x7=

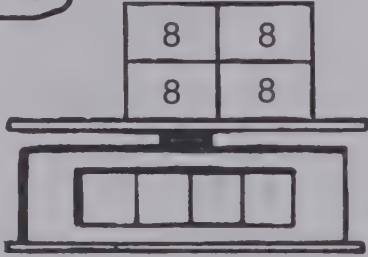
6x7

42

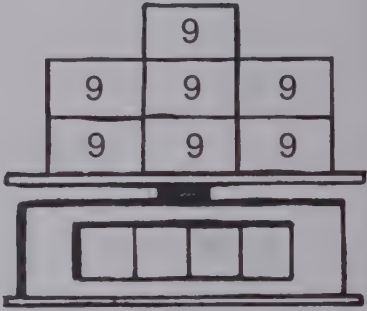
What is the total weight on each scale? Use your  .

1. Write your equation here.

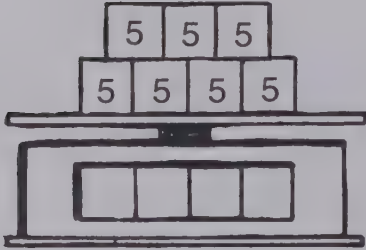
4x8



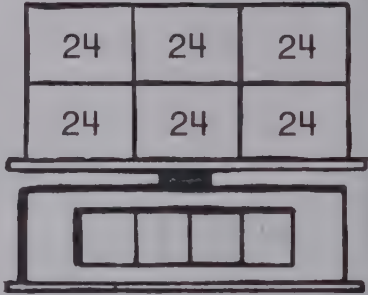
4.



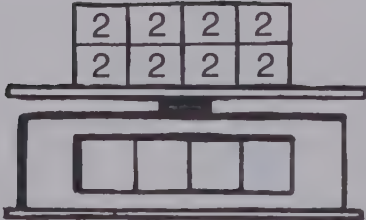
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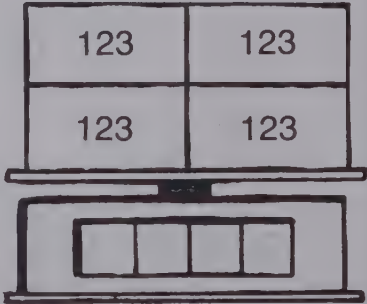
5.




3.



6.





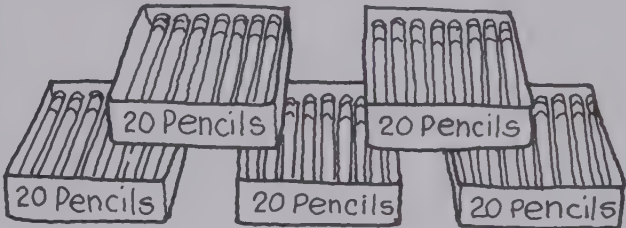
Write a multiplication equation to show the total number in each group below.  
Then use your  to find each product.

1. How many toes?



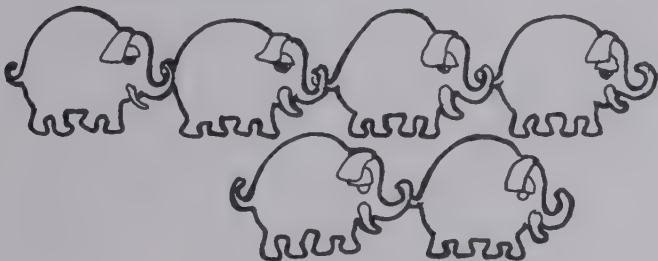
\_\_\_\_\_

5. How many pencils?



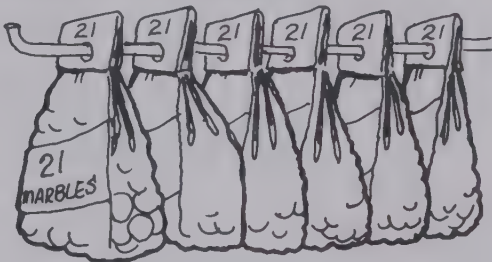
\_\_\_\_\_

2. How many legs?



\_\_\_\_\_

6. How many marbles?



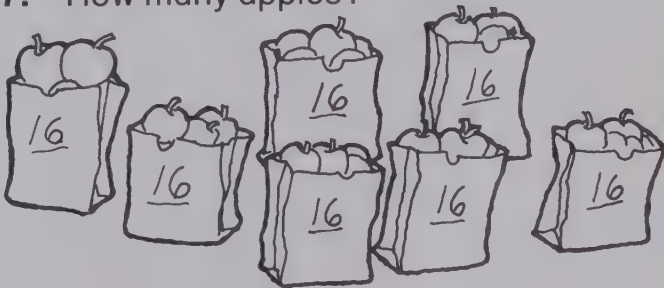
\_\_\_\_\_

3. How many eyes?



\_\_\_\_\_

7. How many apples?



\_\_\_\_\_

4. How many chips?



\_\_\_\_\_

8. How many eggs?



\_\_\_\_\_

Which one of these groups has more candy bars?

Let's see. I'll write two multiplication equations —

— and then I'll use my to find each product.

$3 \times 5 = 15$   
 $4 \times 3 = 12$

The first group has more candy bars.

Try these. Write a multiplication equation to show the total number in each group. Use your to find the products. Circle the group that has more.

1.	 $4 \times 5 = 20$	or	 _____
2.	 _____	or	 _____
3.	 _____	or	 _____
4.	 _____	or	 _____
5.	 _____	or	 _____



They have the same number of marbles!



$$6 \times 3 = 18$$



$$3 \times 6 = 18$$

Try these. Use your  to find each product.

1.  $12 \times 5 =$  \_\_\_\_\_  
 $5 \times 12 =$  \_\_\_\_\_


4.  $9 \times 873 =$  \_\_\_\_\_  
 $873 \times 9 =$  \_\_\_\_\_

2.  $6 \times 71 =$  \_\_\_\_\_  
 $71 \times 6 =$  \_\_\_\_\_

5.  $6749 \times 6 =$  \_\_\_\_\_  
 $6 \times 6749 =$  \_\_\_\_\_

3.  $421 \times 3 =$  \_\_\_\_\_  
 $3 \times 421 =$  \_\_\_\_\_



6.  $9002 \times 4 =$  \_\_\_\_\_  
 $4 \times 9002 =$  \_\_\_\_\_

7. Pick any two numbers. Write one number in both circles. Write the other number in both squares. Use your  to find the products.

  $\times$   = \_\_\_\_\_

  $\times$   = \_\_\_\_\_

8. Try it again.

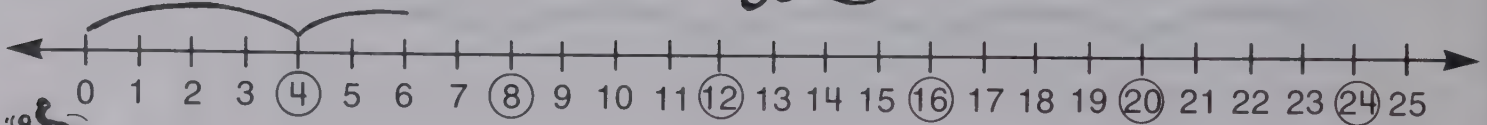
  $\times$   = \_\_\_\_\_

  $\times$   = \_\_\_\_\_

Skip count  
by 4s.



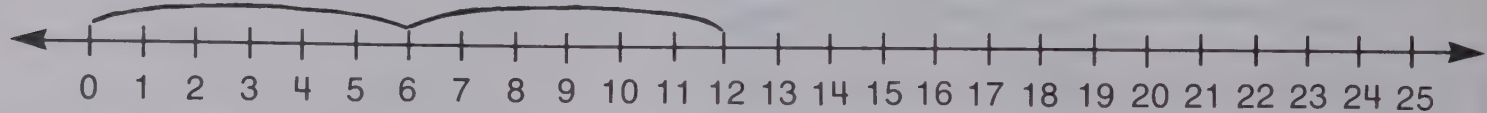
These circled numbers  
are multiples of 4.



Skip count  
by 6s.



The numbers you landed on  
here are multiples of 6.



Write the multiples of 4.

Write the multiples of 6.

4  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

These numbers are  
common multiples  
of 4 and 6.



Look at the multiples of 4 and 6. Which numbers do you see in both columns? \_\_\_\_\_

Now use your to skip count.

To skip count by 4s

- Enter  $0+4$
- Press  $=$
- Keep pressing  $=$

Multiples of 4

4  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

To skip count by 6s

- Enter  $0+6$
- Press  $=$
- Keep pressing  $=$
- Write the numbers in the column below.

Multiples of 6


6  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Each time  
you press  
 $=$ , look at  
the display  
and write  
the number  
in this  
column.



Write the common multiples of 4 and 6. \_\_\_\_\_



Let's use the  to find some multiples of 3 and 5.

- Enter  $0+3=$
- Press  $=$
- Keep pressing  $=$
- Write the numbers in the column below.

Multiples of 3


3  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Enter  $0+5=$
- Press  $=$
- Keep pressing  $=$
- Write the numbers in the column below.

Multiples of 5

5  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Which number do you see in both columns? \_\_\_\_\_

Now use your  to find some more multiples of 3 and 5.

- Enter  $0+3=$
- Keep pressing  $=$
- When you get to 18, begin writing the multiples here.

Multiples of 3

18  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Multiples of 5

30  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Enter  $0+5=$
- Keep pressing  $=$
- When you get to 30, begin writing the multiples here.

These are also common multiples of 3 and 5.

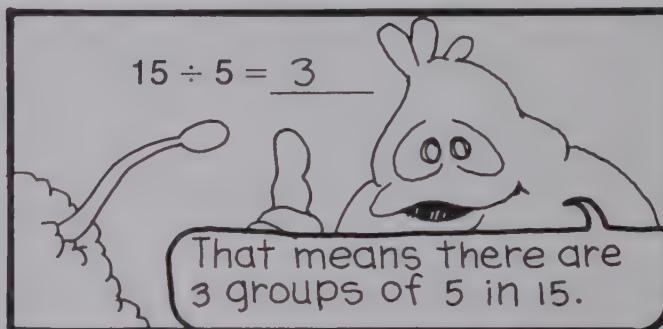
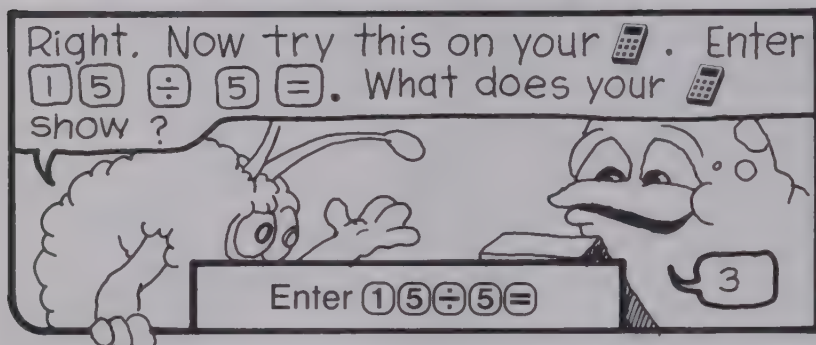
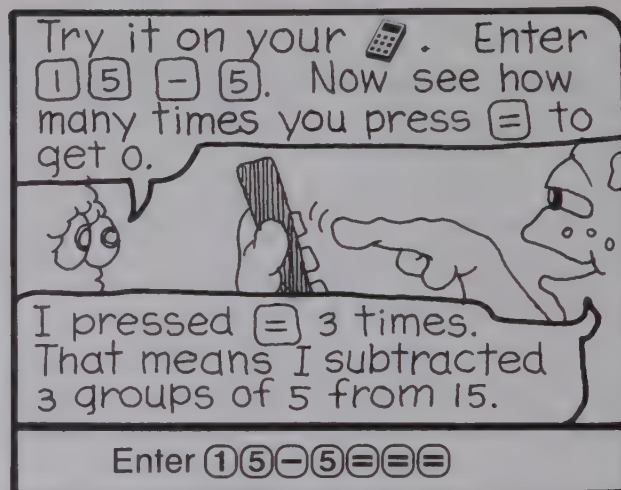
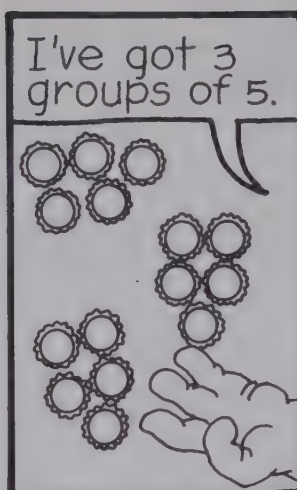
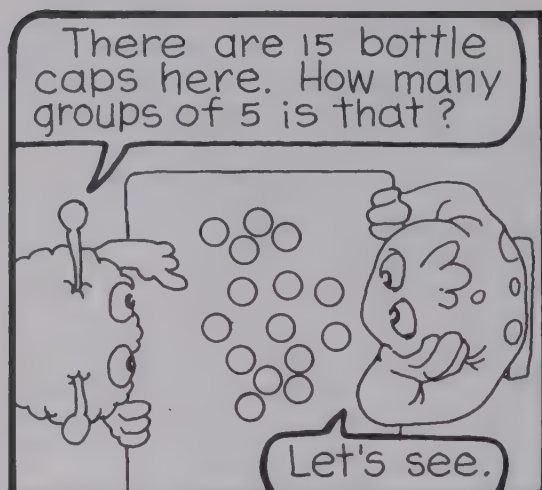
Which numbers do you see in both columns? \_\_\_\_\_

So 15, 30, and 45 are common multiples of 3 and 5. Can you find some more?



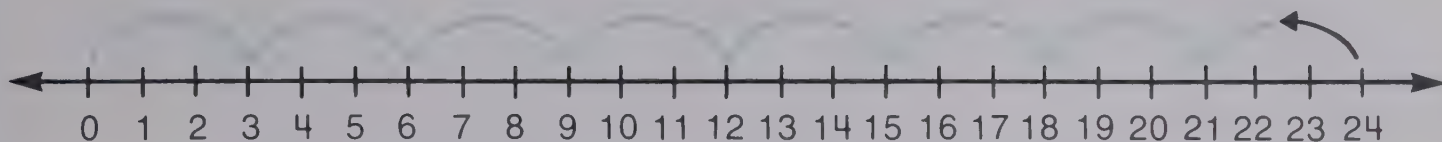
This is a common multiple of 3 and 5.





- How many groups of 7 in 35?  
Enter  $35 - 7 =$ . Keep pressing  $=$ . How many times must you press  $=$  to get 0? \_\_\_\_\_  
Use your  $\rightarrow 35 \div 7 =$  \_\_\_\_\_
- How many groups of 5 in 45?  
Enter  $45 - 5 =$ . Keep pressing  $=$ . How many times must you press  $=$  to get 0? \_\_\_\_\_  
Use your  $\rightarrow 45 \div 5 =$  \_\_\_\_\_
- How many groups of 7 in 42?  
Use your to skip back. Stop at 0. How many times did you press  $=$ ? \_\_\_\_\_  
Use your  $\rightarrow 42 \div 7 =$  \_\_\_\_\_
- How many groups of 9 in 72?  
Use your to skip back. Stop at 0. How many times did you press  $=$ ? \_\_\_\_\_  
Use your  $\rightarrow 72 \div 9 =$  \_\_\_\_\_
- How many groups of 8 in 48?  
Use your to skip back. Stop at 0. How many times did you press  $=$ ? \_\_\_\_\_  
Use your  $\rightarrow 48 \div 8 =$  \_\_\_\_\_
- How many groups of 10 in 30?  
Use your to skip back. Stop at 0. How many times did you press  $=$ ? \_\_\_\_\_  
Use your  $\rightarrow 30 \div 10 =$  \_\_\_\_\_





Start at 24. Skip back by 3s to 0.

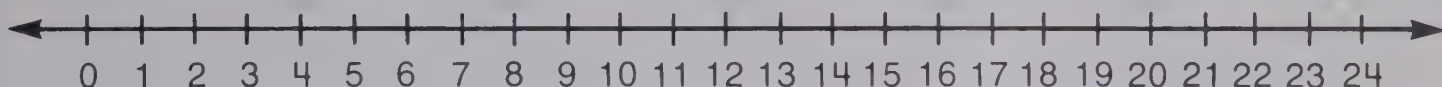


How many jumps to 0? \_\_\_\_\_

Use your to skip back. Enter  $24 - 3 =$ . Keep pressing  $=$  until you get 0.

How many times did you press  $=$ ? \_\_\_\_\_

Use your  $\rightarrow 24 \div 3 =$  \_\_\_\_\_



Start at 24. Skip back by 4s to 0.



How many jumps to 0? \_\_\_\_\_

Use your to skip back. How many times did you press  $=$ ? \_\_\_\_\_

Use your  $\rightarrow 24 \div 4 =$  \_\_\_\_\_



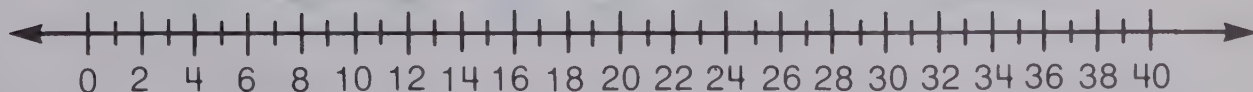
Start at 42. Skip back by 6s to 0.



How many jumps to 0? \_\_\_\_\_

Use your to skip back. How many times did you press  $=$ ? \_\_\_\_\_

Use your  $\rightarrow 42 \div 6 =$  \_\_\_\_\_



Start at 36. Skip back by 4s to 0.




How many jumps to 0? \_\_\_\_\_

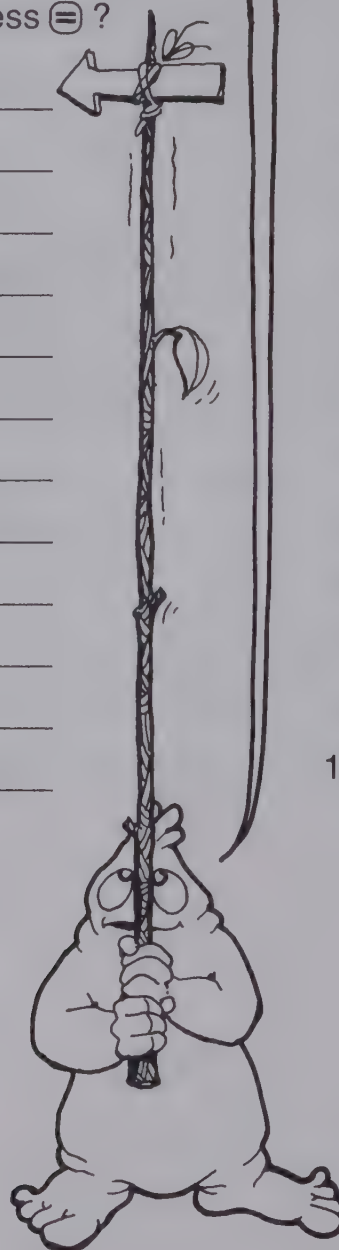
Use your to skip back. How many times did you press  $=$ ? \_\_\_\_\_

Use your  $\rightarrow 36 \div 4 =$  \_\_\_\_\_

Use your  to complete the table below.

To find this number, use your  to skip back.  
Enter  $\boxed{1}\boxed{5}\boxed{-}\boxed{3}\boxed{=}$ . Keep pressing  $\boxed{=}$ .  
How many times must you press  $\boxed{=}$  to get 0?

Start at	Skip back by	Stop at	How many times did you press $\boxed{=}$ ?	Solve.
15	3s	0	_____	$15 \div 3 =$ _____
2	2s	0	_____	$2 \div 2 =$ _____
6	2s	0	_____	$6 \div 2 =$ _____
8	2s	0	_____	$8 \div 2 =$ _____
3	3s	0	_____	$3 \div 3 =$ _____
12	3s	0	_____	$12 \div 3 =$ _____
4	4s	0	_____	$4 \div 4 =$ _____
16	4s	0	_____	$16 \div 4 =$ _____
20	4s	0	_____	$20 \div 4 =$ _____
10	10s	0	_____	$10 \div 10 =$ _____
50	10s	0	_____	$50 \div 10 =$ _____
100	10s	0	_____	$100 \div 10 =$ _____





Each of these boxes weighs the same. What does each box weigh?

Together they weigh 32 kilograms. There are 4 boxes, so I'll divide 32 by 4.

Enter 32 ÷ 4 =

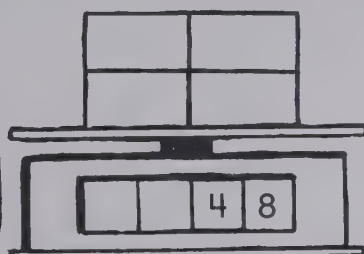
Each box weighs 8 kilograms.

32 ÷ 4

Use your to find the weight of each box below. Write the weight in each box.

1.  $48 \div 4$

Write your equation here.



4. \_\_\_\_\_

2. \_\_\_\_\_

5. \_\_\_\_\_

3. \_\_\_\_\_

6. \_\_\_\_\_

There are 72 cookies, and each bag holds 12 cookies. How many bags do I need for all the cookies?

I'll divide 72 by 12. The answer is 6, so you need 6 bags for all the cookies.

72 cookies  
12 cookies in each bag  
How many bags? 6

$72 \div 12 = 6$

Enter  $72 \div 12 =$

Try these. Use your to find each quotient. Show your work for each problem.

1. 21 cookies  
7 students  
Same number of cookies for each student  
Each student has how many cookies? \_\_\_\_\_

5. 300 cookies  
50 cookies in each box  
How many boxes in all? \_\_\_\_\_

Write your equation here.

2. 18 cookies  
3 cookies in each lunch bag  
How many lunch bags in all? \_\_\_\_\_

6. 84 cookies  
12 cookies on each plate  
How many plates in all? \_\_\_\_\_

3. 24 cookies  
3 cookies for each student  
How many students in all? \_\_\_\_\_

7. 20 cookies  
10 cookies in each bag  
How many bags in all? \_\_\_\_\_

4. 28 cookies  
7 cookies for each student  
How many students in all? \_\_\_\_\_

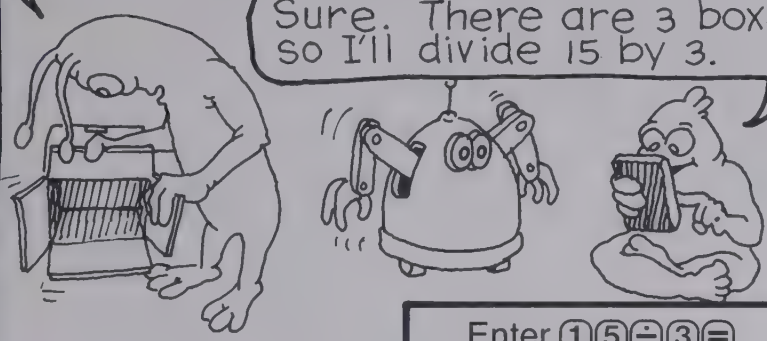
8. 32 cookies  
4 bags  
Same number of cookies in each bag  
Each student has how many cookies? \_\_\_\_\_




The same number goes in each box.  
Can you find the number?

$$\square + \square + \square = 15$$

Sure. There are 3 boxes,  
so I'll divide 15 by 3.



Enter  $15 \div 3 =$

My  shows 5.  
That means 5 goes  
in each box.

$$5 + 5 + 5 = 15$$



1.  $\square + \square = 24$

2.  $\square + \square = 38$

3.  $\square + \square = 102$

4.  $\square + \square + \square = 27$

5.  $\square + \square + \square = 36$

6.  $\square + \square + \square = 78$

7.  $\square + \square + \square = 42$

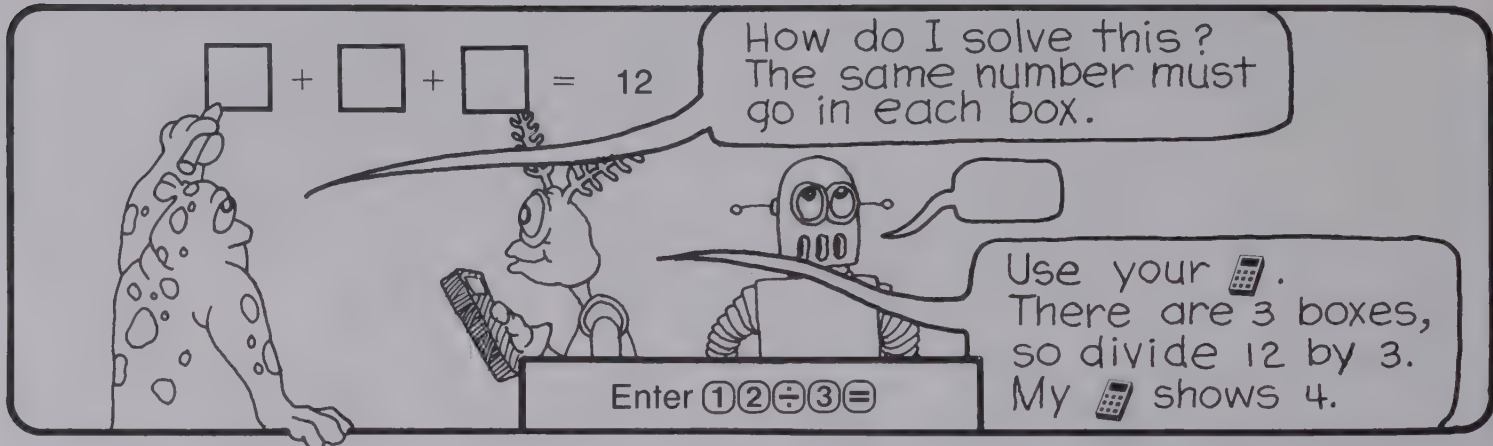
8.  $\square + \square + \square = 120$

9.  $\square + \square + \square + \square = 44$

10.  $\square + \square + \square + \square = 248$

11.  $\square + \square = 572$

12.  $\square + \square + \square + \square + \square + \square = 138$



Use your calculator to solve the problems below.

1.  $\square + \square = 14$

2.  $\square + \square = 16$

3.  $\square + \square + \square = 21$

4.  $\square + \square = 52$

5.  $\square + \square = 54$

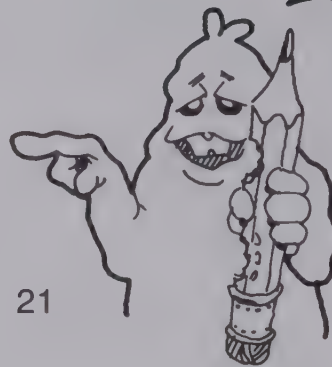
6.  $\square + \square = 108$

7.  $\square + \square + \square = 42$

8.  $\square + \square + \square + \square = 196$

9.  $\square + \square + \square + \square = 132$

10.  $\square + \square = 1650$



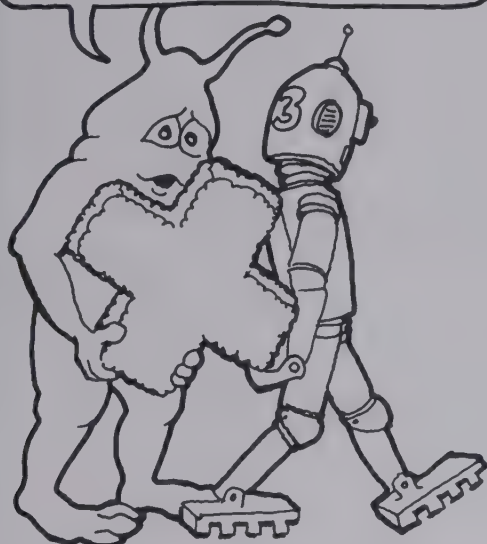


$$4 \times 3 = 12$$

$$3 \times 3 = 9$$

$$8 \times 3 =$$

I'm practicing some multiplication facts with 3.



Here's a quick way to use your to check your answers.

- Enter  $3 \times \text{X} =$ . The 3 is now locked in your . Any number you now enter will be multiplied by 3.
- Enter  $4$
- Give your answer. Say, "Four times three is twelve."
- Press  $=$ . If your answer matches the answer on the , mark an O.K. beside 4.
- Enter  $3$
- Give your answer. ( $3 \times 3 = ?$ )
- Press  $=$ . Mark an O.K. if your answer is right, and an X if it is wrong.



4 0.K

3 0.k.

8 \_\_\_\_\_

Try these. Choose the number that you want to check and write it in the space provided.

Write your number here.



5 \_\_\_\_\_

8 \_\_\_\_\_

2 \_\_\_\_\_

4 \_\_\_\_\_

6 \_\_\_\_\_

9 \_\_\_\_\_

0 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

1 \_\_\_\_\_



9 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

7 \_\_\_\_\_

6 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

8 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_



2 \_\_\_\_\_

4 \_\_\_\_\_

1 \_\_\_\_\_

0 \_\_\_\_\_

5 \_\_\_\_\_

3 \_\_\_\_\_

2 \_\_\_\_\_

4 \_\_\_\_\_

0 \_\_\_\_\_

3 \_\_\_\_\_



6 \_\_\_\_\_

2 \_\_\_\_\_

9 \_\_\_\_\_

1 \_\_\_\_\_

5 \_\_\_\_\_

8 \_\_\_\_\_

5 \_\_\_\_\_

3 \_\_\_\_\_

0 \_\_\_\_\_

7 \_\_\_\_\_

$12 \div 4 = 3$

$16 \div 4 = 4$

$32 \div 4 =$

I'm practicing some division facts with 4.



Here's a quick way to use your to check your answers.

- Enter  $4 \div =$ . The 4 is now locked in your . Any number you now enter will be divided by 4.
- Enter  $12$
- Give your answer. Say, "Twelve divided by four is three."
- Press  $=$ . If your answer matches the answer on the , mark an O.K. beside 12.
- Enter  $16$
- Give your answer. ( $16 \div 4 = ?$ )
- Press  $=$ . Mark an O.K. if your answer is right, and an X if it is wrong.



12 O.K.

16 O.K.

32 \_\_\_\_\_

Try these.

Enter  $2 \div =$ . Now you're ready to practice division facts with 2.



4	_____	15	_____	27	_____	56	_____
6	_____	35	_____	18	_____	40	_____
2	_____	30	_____	12	_____	24	_____
16	_____	45	_____	6	_____	16	_____
8	_____	10	_____	3	_____	8	_____
12	_____	20	_____	24	_____	32	_____
10	_____	25	_____	21	_____	64	_____
18	_____	40	_____	9	_____	72	_____
14	_____	5	_____	15	_____	48	_____
16	_____	30	_____	27	_____	64	_____



**Object of Game:** To score 100 or more points

## SCORECARD

SCORECARD			
Player 1	Player 2	Player 3	Player 4





Do you see a pattern in these number facts?

$$2 \times 6 = 12$$

$$6 \times 2 = 12$$

$$12 \div 2 = 6$$


$$12 \div 6 = 2$$

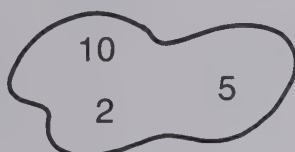
Each fact uses the numbers 2, 6, and 12.

Right. They are related number facts. Can you guess the related number facts for these numbers?

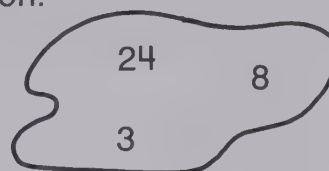
14  
7 2

It's easy.  
 $2 \times 7 = 14$   
 $7 \times 2 = 14$   
 $14 \div 2 = 7$   
 $14 \div 7 = 2$

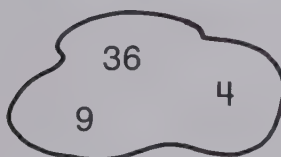
Write two different multiplication equations and two different division equations for each group of numbers below. Use your  to check each equation.



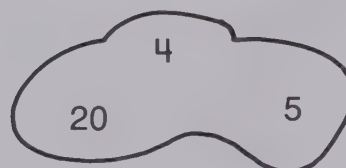
1.  $2 \times 5 = 10$
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



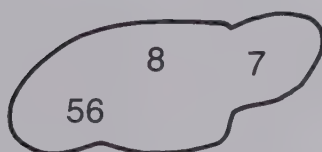
4. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



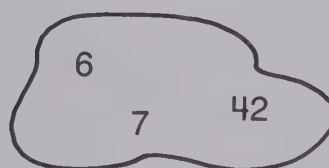
2. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



5. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



3. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



6. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

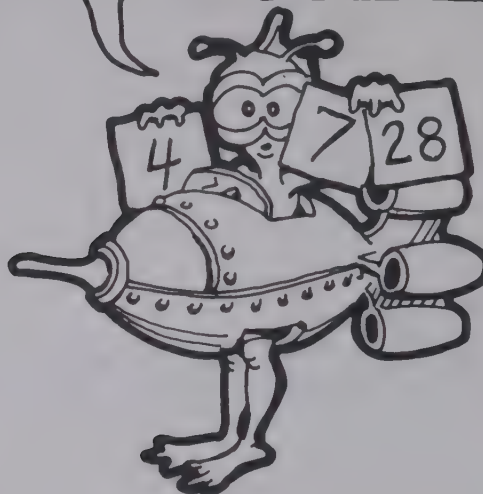
These are related number facts.  
Each fact uses the same three numbers.

$$4 \times 7 = 28$$

$$7 \times 4 = 28$$

$$28 \div 4 = 7$$

$$28 \div 7 = 4$$



Use your to find the first fact in each row below. Try the remaining facts before checking on your .

1.  $7 \times 6 = \underline{\quad}$        $42 \div 7 = \underline{\quad}$        $6 \times 7 = \underline{\quad}$        $42 \div 6 = \underline{\quad}$

2.  $12 \div 2 = \underline{\quad}$        $2 \times \underline{\quad} = 12$        $\underline{\quad} \times 2 = 12$        $\underline{\quad} \div 6 = 2$

3.  $36 \div \underline{\quad} = 12$        $12 \times \underline{\quad} = 36$        $3 \times \underline{\quad} = 36$        $36 \div 12 = \underline{\quad}$

4.  $9 \times 7 = \underline{\quad}$        $7 \times \underline{\quad} = 63$        $63 \div \underline{\quad} = 9$        $\underline{\quad} \div 7 = 9$

5.  $24 \div \underline{\quad} = 3$        $24 \div \underline{\quad} = 8$        $8 \times \underline{\quad} = 24$        $\underline{\quad} \times 8 = 24$

6.  $8 \times \underline{\quad} = 64$        $64 \div \underline{\quad} = 8$        $\underline{\quad} \div 8 = 8$        $8 \times 8 = \underline{\quad}$

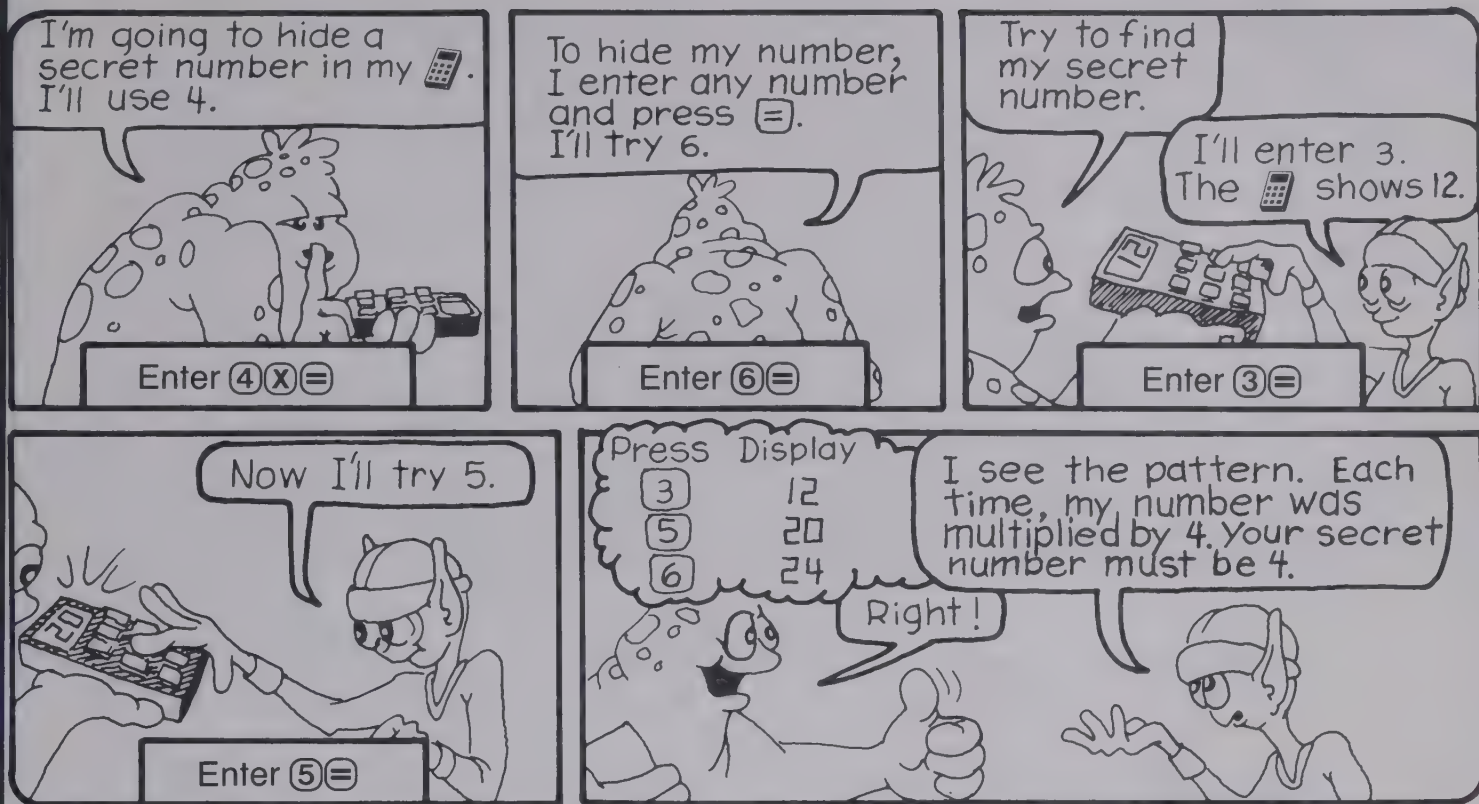
7.  $5 \times 9 = \underline{\quad}$        $45 \div \underline{\quad} = 5$        $9 \times \underline{\quad} = 45$        $\underline{\quad} \div 5 = 9$

8.  $3 \times \underline{\quad} = 18$        $6 \times \underline{\quad} = 18$        $\underline{\quad} \div 3 = 6$        $18 \div \underline{\quad} = 3$



# What's My Number?

Name \_\_\_\_\_




Try hiding a secret number of your own. Use one of the record sheets below to record your partner's results. Then have your partner hide a secret number from you.

Enter	Display	Enter	Display	Enter	Display
2	_____	2	_____	2	_____
3	_____	3	_____	3	_____
4	_____	4	_____	4	_____
5	_____	5	_____	5	_____
10	_____	10	_____	10	_____
100	_____	100	_____	100	_____
Secret number: _____		Secret number: _____		Secret number: _____	
Fill in your own numbers.					
Enter	Display	Enter	Display	Enter	Display
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
Secret number: _____		Secret number: _____		Secret number: _____	

## Chipping In

Name \_\_\_\_\_


There are 48 chips here, and I want to put them in 6 equal stacks. How many chips go in each stack?

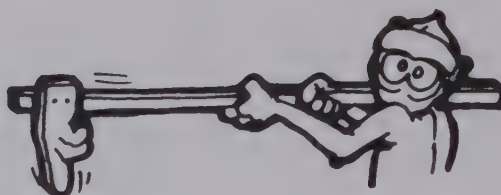
All you have to do is divide 48 by 6. My  shows 8, so 8 chips go in each stack.



Enter  $48 \div 6 =$

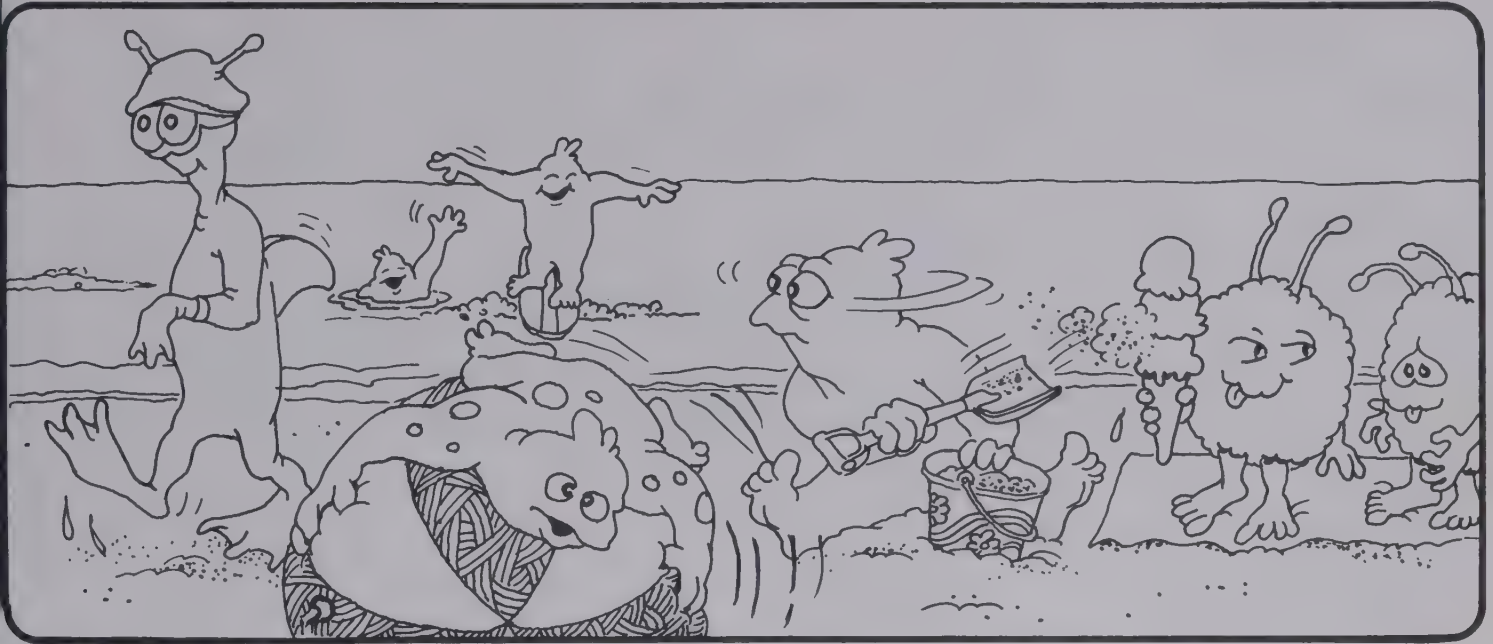
Your answer goes here.


Use your  to solve the problems below.



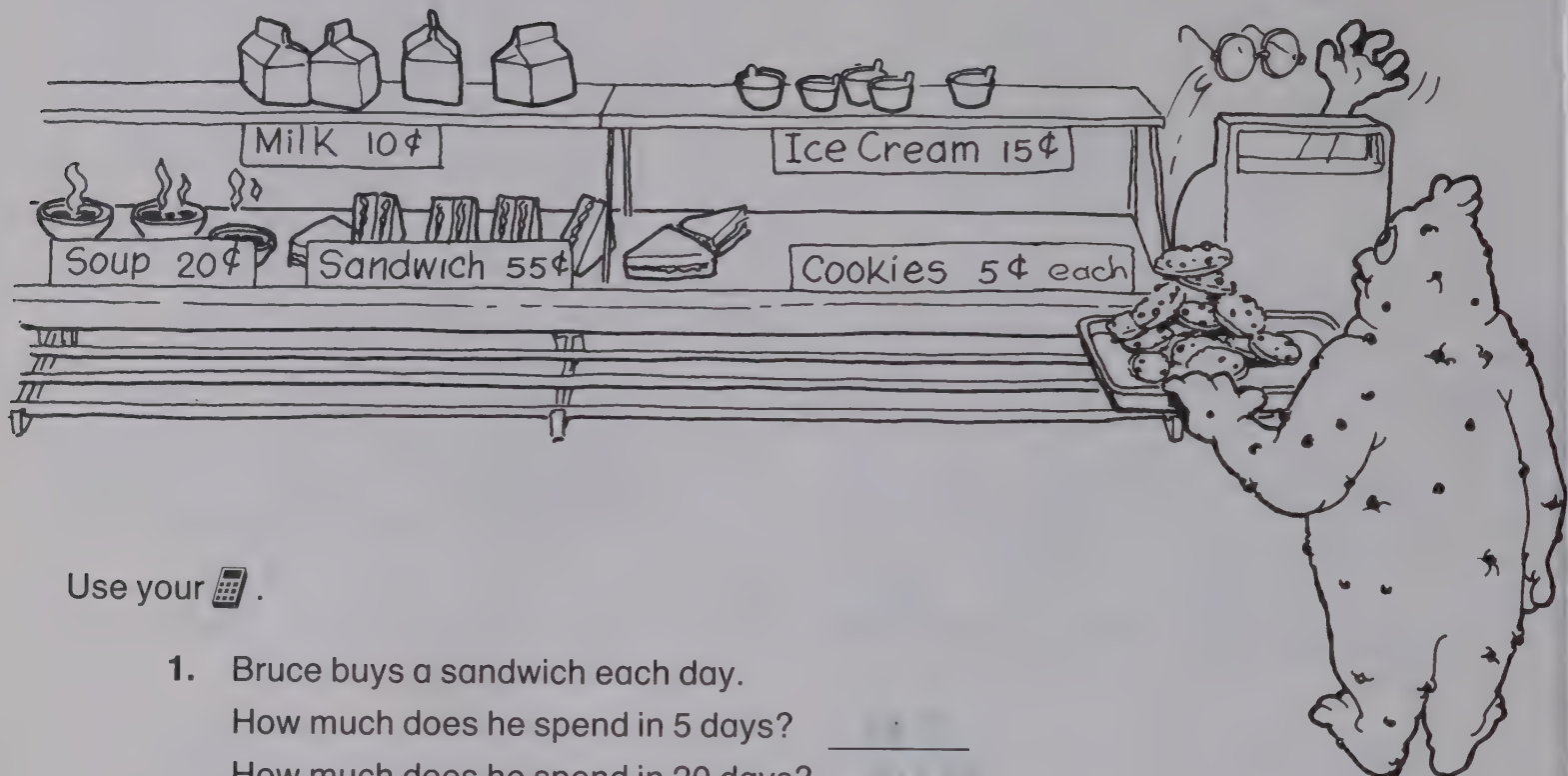
1. 72 chips make 2 piles of \_\_\_\_\_ chips.
2. 72 chips make 4 piles of \_\_\_\_\_ chips.
3. 72 chips make 12 piles of \_\_\_\_\_ chips.
4. 72 chips make 9 piles of \_\_\_\_\_ chips.
5. 72 chips make \_\_\_\_\_ piles of 3 chips.
6. 72 chips make \_\_\_\_\_ piles of 8 chips.
7. 72 chips make \_\_\_\_\_ piles of 36 chips.
8. 72 chips make \_\_\_\_\_ piles of 4 chips.
9. 72 chips make 15 piles of \_\_\_\_\_ chips.






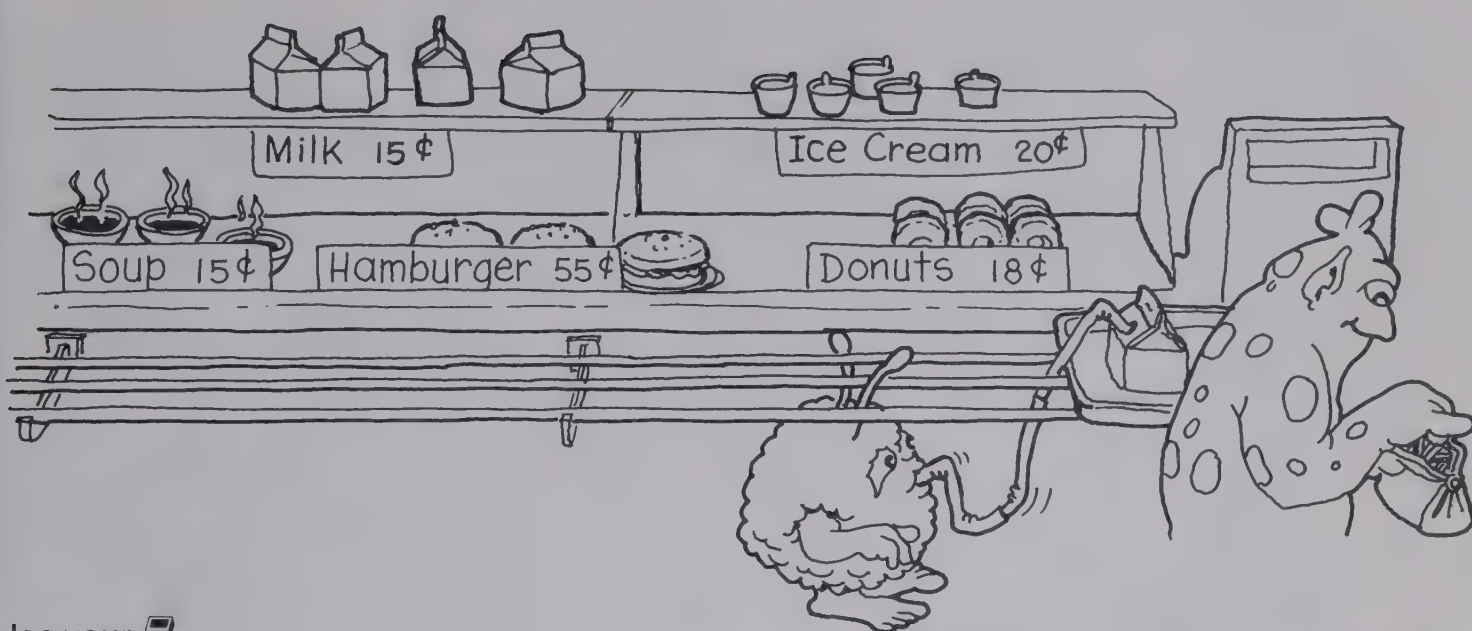
Use your  to solve the problems below. Show your work.

- |  |   |
|--|---|
| <p>1. 23 sand crabs, 19 snails, and<br/>2 starfish<br/>How many sea creatures in all? _____<br/>_____</p> <p>2. 126 shells<br/>18 shells in each bucket<br/>How many buckets in all? _____<br/>_____</p> <p>3. 7 boats<br/>77 people in each boat<br/>How many people in all? _____<br/>_____</p> <p>4. 3 children<br/>4 buckets of sand for each child<br/>How many buckets of sand in all? _____<br/>_____</p> | <p>5. 48 people<br/>4 people on each raft<br/>How many rafts in all? _____<br/>_____</p> <p>6. 272 shells<br/>17 shells for each child<br/>How many children in all? _____<br/>_____</p> <p>7. 15 sand castles<br/>5 children working on each castle<br/>How many children in all? _____<br/>_____</p> <p>8. 12 beach balls<br/>4 children playing with each beach ball<br/>How many children in all? _____<br/>_____</p> |
|--|---|



Use your  .

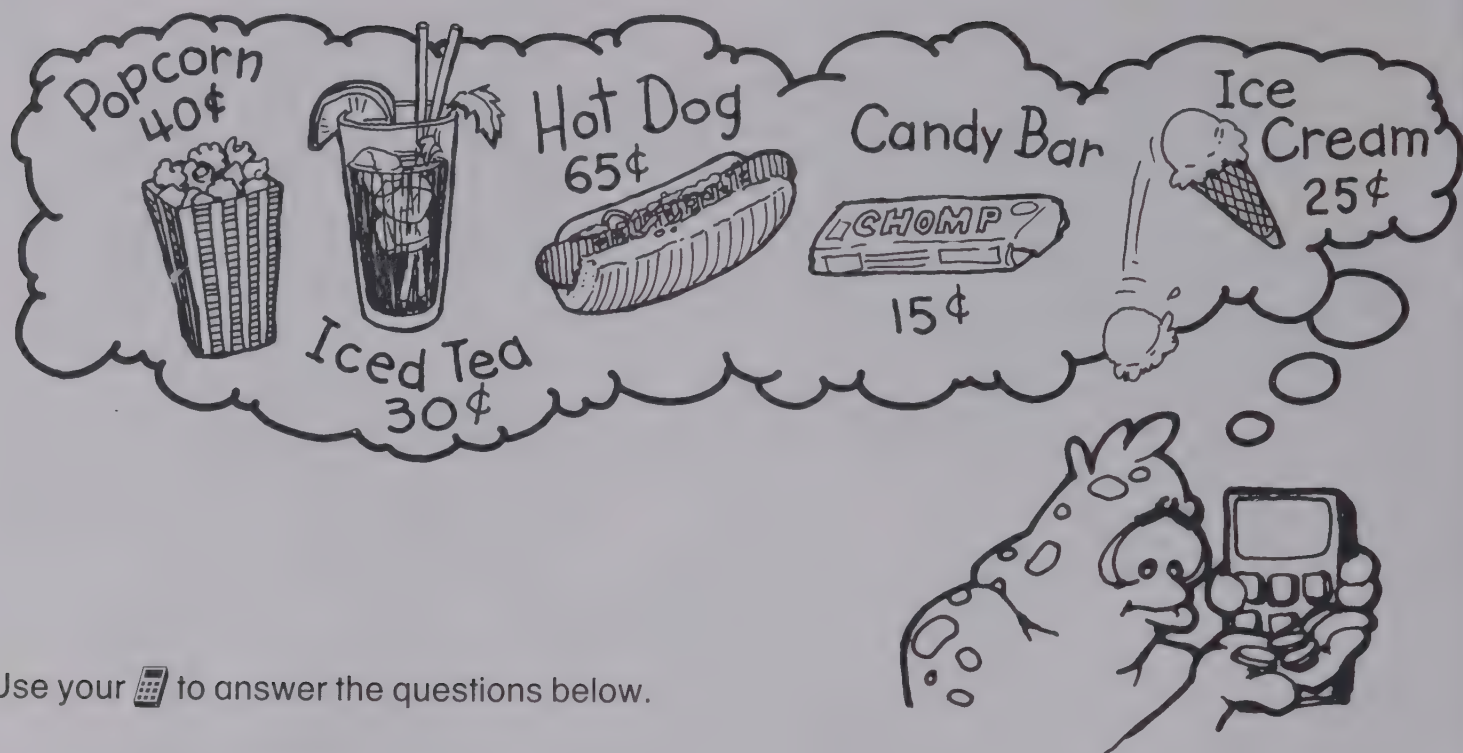
1. Bruce buys a sandwich each day.  
How much does he spend in 5 days? \_\_\_\_\_  
How much does he spend in 20 days? \_\_\_\_\_
2. Janet buys a sandwich and milk each day.  
How much does she spend in 4 days? \_\_\_\_\_  
How much does she spend in 12 days? \_\_\_\_\_
3. Rosa bought 3 sandwiches and 2 bowls of soup.  
How much did she spend? \_\_\_\_\_
4. Howard bought ice cream every day for 11 days.  
How much did Howard spend? \_\_\_\_\_
5. Tom bought a cookie and ice cream every day for 6 days.  
How much did he spend? \_\_\_\_\_
6. Louis buys 2 cookies and a milk each day. How much does he spend  
in 5 days? \_\_\_\_\_  
in 10 days? \_\_\_\_\_  
in 20 days? \_\_\_\_\_
7. Mary bought a sandwich and soup every day for 13 days.  
How much did Mary spend? \_\_\_\_\_
8. Tina wants to save enough money to buy ice cream every day for 20 days.  
How much money does Tina need? \_\_\_\_\_



Use your .

1. Rita has \$1.26. How many donuts can she buy? \_\_\_\_\_
2. Laurie has \$3.65.  
Can she buy a hamburger and milk every day for 5 days? \_\_\_\_\_  
How much money will she have left? \_\_\_\_\_
3. Steven has \$2.80. If he buys one hamburger and one milk each day, how many days will his money last? \_\_\_\_\_
4. Henry has \$1.80.  
How many ice creams can he buy? \_\_\_\_\_  
How many donuts can he buy? \_\_\_\_\_
5. Sally has \$3.00. If she buys soup each day, how many days will her money last? \_\_\_\_\_
6. Sam has \$2.40. If he buys soup and milk every day, how many days will his money last? \_\_\_\_\_
7. Ms. Allen's class earned \$23.10 in a school project. They bought one hamburger and one milk for every student in the class.  
If there was no money left over, how many students are in Ms. Allen's class? \_\_\_\_\_  
If there was \$1.40 left over, how many students are in Ms. Allen's class? \_\_\_\_\_





Use your to answer the questions below.

- How much would 13 popcorns cost? \_\_\_\_\_
- How much would 5 candy bars cost? \_\_\_\_\_
- If you bought 4 hot dogs and 4 iced teas, how much would you spend? \_\_\_\_\_
- You want to buy 6 ice creams and 3 hot dogs. How much money do you need? \_\_\_\_\_
- Which cost more?  
 8 popcorns \_\_\_\_\_  
 10 hotdogs \_\_\_\_\_
- Which cost more?  
 10 iced teas \_\_\_\_\_  
 15 ice creams \_\_\_\_\_
- Which cost the least?  
 5 popcorns \_\_\_\_\_  
 10 candy bars \_\_\_\_\_  
 5 ice creams \_\_\_\_\_

Write your totals here.

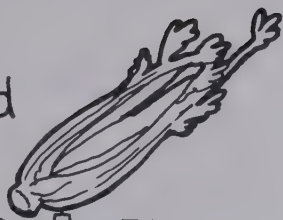
# Vegetable Stand

Name \_\_\_\_\_

Lettuce  
59¢ per head



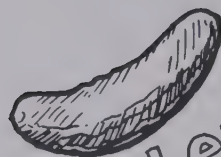
Celery  
47¢ per bunch



Potatoes  
\$1.19 per sack




Cucumbers  
20¢ each

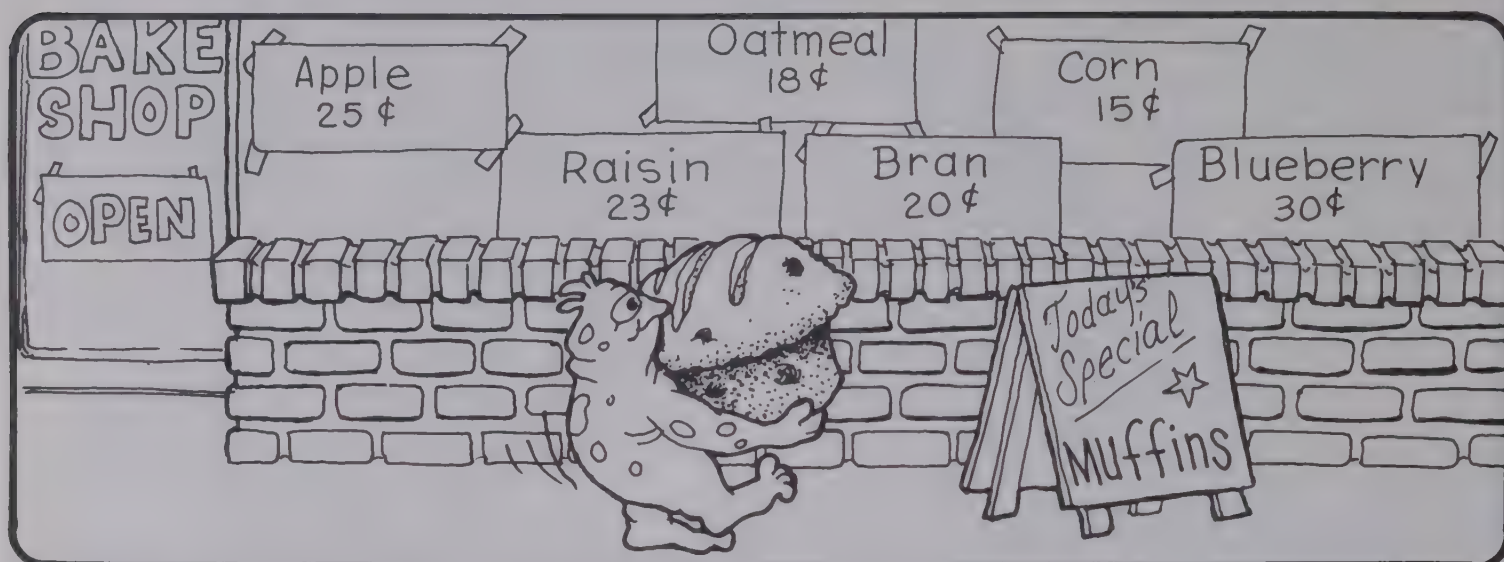


carrots  
39¢ per bag



Use your  to find each total below.

1. 5 heads of lettuce \_\_\_\_\_
2. 3 bunches of celery \_\_\_\_\_
3. 4 sacks of potatoes \_\_\_\_\_
4. 12 bags of carrots \_\_\_\_\_
5. 7 cucumbers \_\_\_\_\_
6. 6 heads of lettuce and 2 sacks of potatoes \_\_\_\_\_
7. 8 cucumbers, 3 bags of carrots, and 4 heads of lettuce \_\_\_\_\_
8. 20 sacks of potatoes \_\_\_\_\_
9. 11 bunches of celery \_\_\_\_\_
0. 5 bags of carrots and 1 cucumber \_\_\_\_\_



Use your to answer the questions below. Show your work.

1. Mary bought:

4 corn muffins \_\_\_\_\_

2 raisin muffins \_\_\_\_\_

How much did she spend? \_\_\_\_\_

2. Bill bought:

3 corn muffins \_\_\_\_\_

2 oatmeal muffins \_\_\_\_\_

4 bran muffins \_\_\_\_\_

How much did Bill spend? \_\_\_\_\_

3. Carmen bought:

5 raisin muffins \_\_\_\_\_

3 apple muffins \_\_\_\_\_

5 blueberry muffins \_\_\_\_\_

How much did she spend? \_\_\_\_\_

4. How much would one dozen (12) of each kind cost?

blueberry \_\_\_\_\_ oatmeal \_\_\_\_\_

corn \_\_\_\_\_ raisin \_\_\_\_\_

bran \_\_\_\_\_ apple \_\_\_\_\_

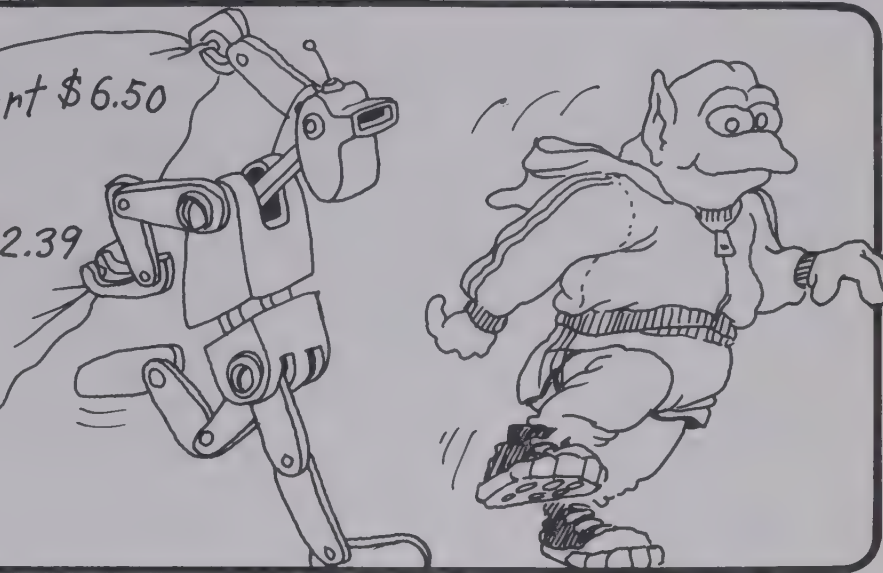
5. If you had \$1.50, how many apple muffins could you buy? \_\_\_\_\_


6. If you had \$1.08, how many oatmeal muffins could you buy? \_\_\_\_\_



- Socks \$1.19
- Sneakers \$15.98
- Jogging Shorts \$4.98
- Sweat Pants \$7.98

Shop at Sam's



Use your .

1. 2 pairs of socks \_\_\_\_\_  
3 jogging shorts \_\_\_\_\_  
Total \_\_\_\_\_

2. 2 pairs of sneakers \_\_\_\_\_  
5 T-shirts \_\_\_\_\_  
Total \_\_\_\_\_

3. 4 T-shirts \_\_\_\_\_  
4 sweat shirts \_\_\_\_\_  
3 sweat pants \_\_\_\_\_  
Total \_\_\_\_\_
4. 2 jogging shorts \_\_\_\_\_  
9 T-shirts \_\_\_\_\_  
3 sweat shirts \_\_\_\_\_  
Total \_\_\_\_\_

5. 9 pairs of sneakers \_\_\_\_\_  
16 pairs of socks \_\_\_\_\_  
Total \_\_\_\_\_

6. 7 sweat pants \_\_\_\_\_  
7 pairs of socks \_\_\_\_\_  
4 jogging shorts \_\_\_\_\_  
Total \_\_\_\_\_

7. Write three things that you can buy for \$15.00

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What is their total cost? \_\_\_\_\_

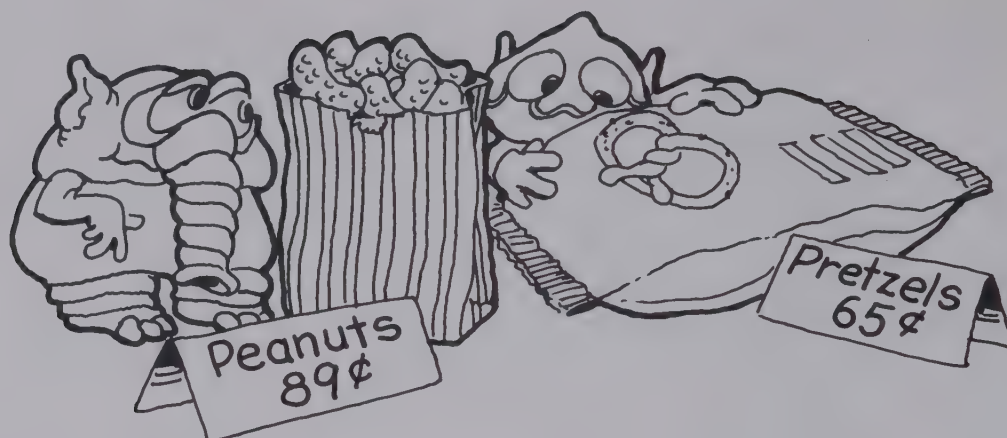
8. Write two things that you can buy for \$10.00


\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What is their total cost? \_\_\_\_\_

## Peanuts and Pretzels

Name \_\_\_\_\_



Use your  .

1. 2 bags of peanuts \$1.78  
3 bags of pretzels \_\_\_\_\_  
Total \_\_\_\_\_

5. 3 bags of peanuts \_\_\_\_\_  
2 bags of pretzels \_\_\_\_\_  
Total \_\_\_\_\_

2. 4 bags of peanuts \_\_\_\_\_  
4 bags of pretzels \_\_\_\_\_  
Total \_\_\_\_\_

6. 9 bags of peanuts \_\_\_\_\_  
5 bags of pretzels \_\_\_\_\_  
Total \_\_\_\_\_

3. 8 bags of peanuts \_\_\_\_\_  
10 bags of pretzels \_\_\_\_\_  
Total \_\_\_\_\_

7. 10 bags of peanuts \_\_\_\_\_  
6 bags of pretzels \_\_\_\_\_  
Total \_\_\_\_\_

4. 5 bags of peanuts \_\_\_\_\_  
7 bags of pretzels \_\_\_\_\_  
Total \_\_\_\_\_

Use your  to answer these questions.

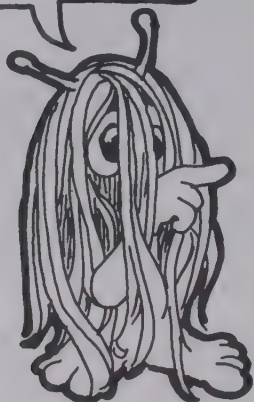
8. How much more would you pay for 12 bags of peanuts than for 12 bags of pretzels? \_\_\_\_\_
9. Marie spent \$4.45 on peanuts. How many bags did she buy? \_\_\_\_\_
10. Ron has \$3.95. How many bags of pretzels can he buy? \_\_\_\_\_






The third grade classes at Brook School took a field trip.

Complete  
this chart.




	Number of Boys	Number of Girls	Total in Class
Ms. Downes	16	15	
Mr. Hall	13	19	
Mr. Smith	17	17	
Ms. Jackson	17	13	
Total			

Use your .

- Each student in Ms. Downes' class paid \$1.75 for bus fare. How much did the class pay altogether? \_\_\_\_\_
- Each student in Mr. Hall's class also paid \$1.75 for bus fare. How much did Mr. Hall's class pay altogether? \_\_\_\_\_
- Ms. Jackson's class formed a car pool for the field trip. If 5 students rode in each car, how many cars were there altogether? \_\_\_\_\_
- Mr. Smith's class spent \$59.50 for bus fare. How much did each student pay? \_\_\_\_\_

Admission to the museum was 75¢ for each student.

- How much did Ms. Downes' class pay? \_\_\_\_\_  
Mr. Hall's class? \_\_\_\_\_  
Mr. Smith's class? \_\_\_\_\_  
Ms. Jackson's class? \_\_\_\_\_
- Each student bought a museum guidebook. Altogether they spent \$31.75. How much did each guidebook cost? \_\_\_\_\_

Use your .

Each class at Hamilton School chose an after-school project.

1. Mr. Walker's class collected newspapers for recycling. They collected 90 bundles each week. How many bundles did they collect in

3 weeks? \_\_\_\_\_

5 weeks? \_\_\_\_\_

6 weeks? \_\_\_\_\_

2. After 5 weeks, Mr. Walker's class took all of the newspapers to the recycling center. They could only take 150 bundles at a time. How many trips did they make to the center? \_\_\_\_\_

3. There were 20 newspapers in each bundle. How many newspapers did they collect in

1 week? \_\_\_\_\_

3 weeks? \_\_\_\_\_

5 weeks? \_\_\_\_\_



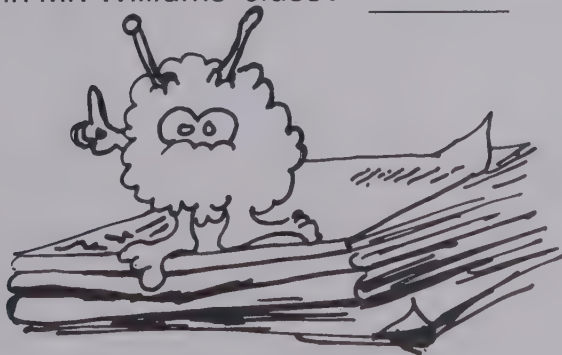
4. Ms. Roberts' class collected money for UNICEF. After one week, the class had collected \$108.50. If they collected twice as much the second week, how much did they collect? \_\_\_\_\_


How much did they collect altogether? \_\_\_\_\_

5. Each student collected \$3.50 the first week. Altogether they collected \$108.50. How many students are in Ms. Roberts' class? \_\_\_\_\_

6. Mr. Williams' class put on a talent show for the school. They sold tickets for 75¢ each. If they made \$167.25 altogether, how many tickets did they sell? \_\_\_\_\_

7. Each student was given 8 tickets to sell. If 248 tickets were printed in all, how many students are in Mr. Williams' class? \_\_\_\_\_



Use your  . Show your work.

1. The craft shop sells beads in bags of 30. How many bags are needed for 360 beads? \_\_\_\_\_  
\_\_\_\_\_
2. Elastic sells for 8¢ a meter. How many meters can you buy for 96¢? \_\_\_\_\_  
\_\_\_\_\_
3. There are 500 meters of string in one ball. You need 1250 meters for a project. How many balls of string should you buy? \_\_\_\_\_  
\_\_\_\_\_
4. You've decided to make a rug with 5 different colors in it. You need 7 packages of each color. How many packages of yarn do you need altogether? \_\_\_\_\_  
\_\_\_\_\_

Each package of yarn sells for 89¢. How much will all of the yarn for your rug cost? \_\_\_\_\_  
\_\_\_\_\_

5. You are buying poster paints for your class. You have picked out 8 different colors. If you buy 6 jars of each color, how many jars in all will you buy? \_\_\_\_\_  
\_\_\_\_\_

If you pay \$61.92 for all of the paint, how much does each jar cost? \_\_\_\_\_  
\_\_\_\_\_

6. There are 3 different sizes of paint brushes. You buy 15 of each size. How many brushes do you buy? \_\_\_\_\_  
\_\_\_\_\_






$3 \times 19 = \underline{\hspace{2cm}}$

30  
40  
50  
60

Estimate this product.

That's about  $3 \times 20$ . I'll estimate 60.

I'll use my  to find the actual product.

57

Enter  $3 \times 19 =$

Now I'll subtract to find the difference.

<u>60</u>	-	<u>57</u>	=	<u>3</u>
Estimate		Actual Product		Difference



Try these.

Think  $2 \times 40$

1.  $2 \times 38 = \underline{\hspace{2cm}}$

800  
80  
60  
8

<u>        </u>	-	<u>        </u>	=	<u>        </u>
Estimate		Actual Product		Difference

4.  $2 \times 18 = \underline{\hspace{2cm}}$

60  
50  
40  
20

<u>        </u>	-	<u>        </u>	=	<u>        </u>
Estimate		Actual Product		Difference

2.  $3 \times 32 = \underline{\hspace{2cm}}$

130  
110  
90  
60

<u>        </u>	-	<u>        </u>	=	<u>        </u>
Estimate		Actual Product		Difference

5.  $3 \times 38 = \underline{\hspace{2cm}}$

130  
120  
90  
60

<u>        </u>	-	<u>        </u>	=	<u>        </u>
Estimate		Actual Product		Difference

3.  $3 \times 19 = \underline{\hspace{2cm}}$

80  
60  
30  
10

<u>        </u>	-	<u>        </u>	=	<u>        </u>
Estimate		Actual Product		Difference

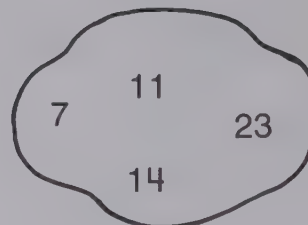
6.  $9 \times 53 = \underline{\hspace{2cm}}$

540  
500  
360  
300

<u>        </u>	-	<u>        </u>	=	<u>        </u>
Estimate		Actual Product		Difference



- Circle two numbers whose product is closest to the goal number.
- Use your to find the actual product.
- Subtract the goal number to find the difference.

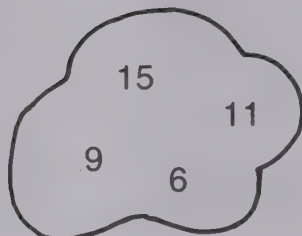


Goal: 100

$$\begin{array}{r} 98 \\ \hline \text{Actual Product} \end{array} \quad \begin{array}{r} - 100 = \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \hline \text{Difference} \end{array}$$

Try these.

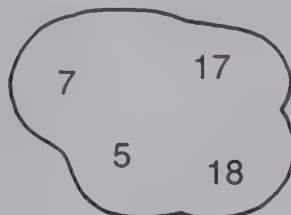
1.



Goal: 100

$$\begin{array}{r} \phantom{00} \\ \hline \text{Actual Product} \end{array} \quad \begin{array}{r} - 100 = \\ \hline \end{array} \quad \begin{array}{r} \phantom{00} \\ \hline \text{Difference} \end{array}$$

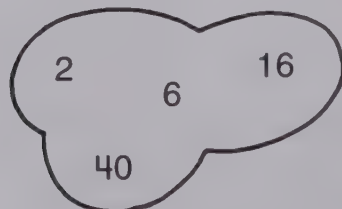
2.



Goal: 100

$$\begin{array}{r} \phantom{00} \\ \hline \text{Actual Product} \end{array} \quad \begin{array}{r} - 100 = \\ \hline \end{array} \quad \begin{array}{r} \phantom{00} \\ \hline \text{Difference} \end{array}$$

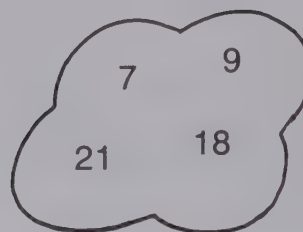
3.



Goal: 100

$$\begin{array}{r} \phantom{00} \\ \hline \text{Actual Product} \end{array} \quad \begin{array}{r} - 100 = \\ \hline \end{array} \quad \begin{array}{r} \phantom{00} \\ \hline \text{Difference} \end{array}$$

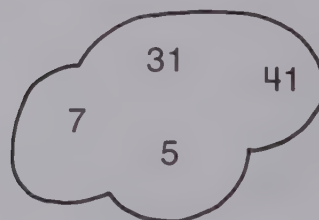
4.



Goal: 150

$$\begin{array}{r} \phantom{00} \\ \hline \text{Actual Product} \end{array} \quad \begin{array}{r} - 150 = \\ \hline \end{array} \quad \begin{array}{r} \phantom{00} \\ \hline \text{Difference} \end{array}$$

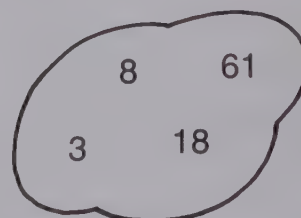
5.



Goal: 150

$$\begin{array}{r} \phantom{00} \\ \hline \text{Actual Product} \end{array} \quad \begin{array}{r} - 150 = \\ \hline \end{array} \quad \begin{array}{r} \phantom{00} \\ \hline \text{Difference} \end{array}$$

6.



Goal: 150

$$\begin{array}{r} \phantom{00} \\ \hline \text{Actual Product} \end{array} \quad \begin{array}{r} - 150 = \\ \hline \end{array} \quad \begin{array}{r} \phantom{00} \\ \hline \text{Difference} \end{array}$$

$60 \times \underline{\hspace{2cm}}$

What can I multiply by 60 so that the product falls within the range?  
I'll try 7.

Enter  $60 \times 7 =$

That gives 420, so 7 is too low.  
I'll try 8.

Enter  $60 \times 8 =$

$60 \times \underline{8}$

The product is 480.  
That's within the range,  
and it only took two tries.

Try these. Use your to check your estimates.

1.  $63 \times \underline{\hspace{2cm}}$

Number of tries: \_\_\_\_\_

5.  $57 \times \underline{\hspace{2cm}}$

Number of tries: \_\_\_\_\_

2.  $72 \times \underline{\hspace{2cm}}$

Number of tries: \_\_\_\_\_

6.  $5 \times \underline{\hspace{2cm}}$

Number of tries: \_\_\_\_\_

3.  $5 \times \underline{\hspace{2cm}}$

Number of tries: \_\_\_\_\_

7.  $23 \times \underline{\hspace{2cm}}$

Number of tries: \_\_\_\_\_

4.  $7 \times \underline{\hspace{2cm}}$

Number of tries: \_\_\_\_\_

8.  $8 \times \underline{\hspace{2cm}}$

Number of tries: \_\_\_\_\_



$30 \times \underline{\hspace{2cm}}$

What can I multiply by 30 so that the product falls within this range?  
I'll try 7.

Enter **30X7=**

That gives 210, so 7 is too high.  
I'll try 6.

Enter **30X6=**

$30 \times \underline{6}$

The product is 180.  
That's within the range!

Try these. Use your to check your estimates.

1.  $8 \times \underline{\hspace{2cm}}$

Number of tries: \_\_\_\_\_

5.  $22 \times \underline{\hspace{2cm}}$

Number of tries: \_\_\_\_\_

2.  $30 \times \underline{\hspace{2cm}}$

Number of tries: \_\_\_\_\_

6.  $80 \times \underline{\hspace{2cm}}$

Number of tries: \_\_\_\_\_

3.  $50 \times \underline{\hspace{2cm}}$

Number of tries: \_\_\_\_\_

7.  $25 \times \underline{\hspace{2cm}}$

Number of tries: \_\_\_\_\_

4.  $21 \times \underline{\hspace{2cm}}$

Number of tries: \_\_\_\_\_

8.  $75 \times \underline{\hspace{2cm}}$

Number of tries: \_\_\_\_\_

The ball will land in the cup if the product is within the range on the flag.

I'll try 40.

150 200

4 × ?

Enter  $4 \times 40 =$

160 is within the range. I made a hole in one!

150 200

4 × 40

How many holes in one can you make?


- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

$78 \div 2 = \underline{\hspace{2cm}}$

Estimate this quotient.

50  
40  
30  
20

That's about  $80 \div 2$ , so I'll estimate 40.


I'll use my  to find the actual quotient.


Enter  $78 \div 2 =$

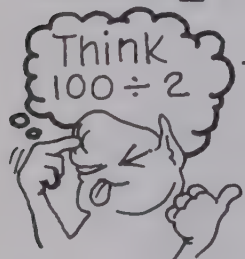
Now I'll subtract the actual quotient from your estimate to find the difference.

The difference is 1. That's very good.

<u>40</u>	-	<u>39</u>	=	<u>1</u>
Estimate		Actual Quotient		Difference



Try these. Estimate each quotient. Circle the answer that is closest to your estimate. Use your  to find the actual quotient, then subtract to find the difference.



1.  $102 \div 2 = \underline{\hspace{2cm}}$

50  
40  
30  
20

<u>        </u>	-	<u>        </u>	=	<u>        </u>
Estimate		Actual Quotient		Difference

4.  $213 \div 3 = \underline{\hspace{2cm}}$

100  
90  
80  
70

<u>        </u>	-	<u>        </u>	=	<u>        </u>
Estimate		Actual Quotient		Difference

2.  $87 \div 3 = \underline{\hspace{2cm}}$

90  
50  
30  
20

<u>        </u>	-	<u>        </u>	=	<u>        </u>
Estimate		Actual Quotient		Difference

5.  $216 \div 2 = \underline{\hspace{2cm}}$

150  
110  
100  
90

<u>        </u>	-	<u>        </u>	=	<u>        </u>
Estimate		Actual Quotient		Difference

3.  $156 \div 4 = \underline{\hspace{2cm}}$

80  
60  
40  
20

<u>        </u>	-	<u>        </u>	=	<u>        </u>
Estimate		Actual Quotient		Difference

6.  $422 \div 2 = \underline{\hspace{2cm}}$

260  
240  
220  
210

<u>        </u>	-	<u>        </u>	=	<u>        </u>
Estimate		Actual Quotient		Difference



The ball will land in the cup if the quotient is within the range on the flag!

I'll try 4.

15 20

78 ÷ ?

Enter 78 ÷ 4 =

19.5 is within the range. I made a hole in one!

15 20

78 ÷ 4

1. 143 ÷ ?

17 29
2. 96 ÷ ?

8 12
3. 119 ÷ ?

9 15
4. 211 ÷ ?

30 50
5. 301 ÷ ?

50 80
6. 550 ÷ ?

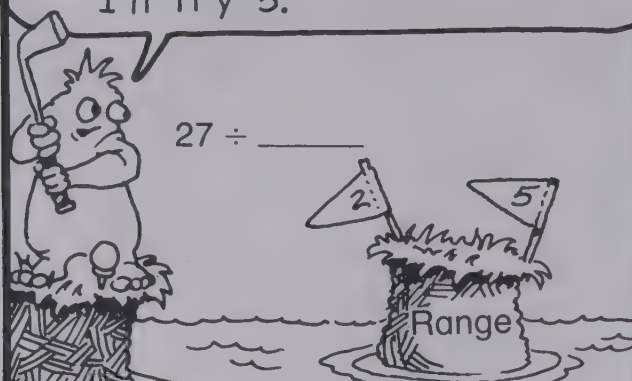
40 60
7. 899 ÷ ?

50 100
8. 990 ÷ ?

80 100


I want to divide 27 by some number so that the quotient falls within the range.  
I'll try 5.

27 ÷ \_\_\_\_\_




Enter  $27 \div 5 =$

Oops! The quotient is 5.4, and that's too high. I'll try 6.





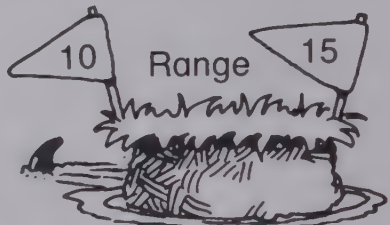

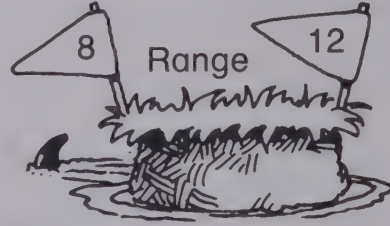
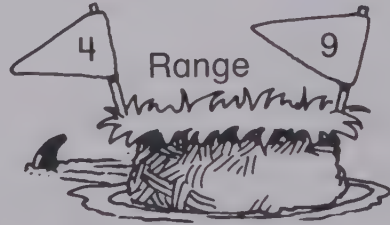


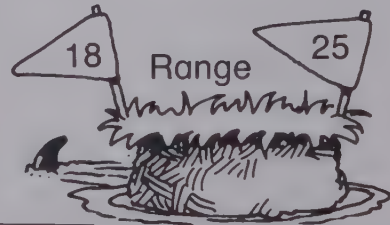
Enter  $27 \div 6 =$

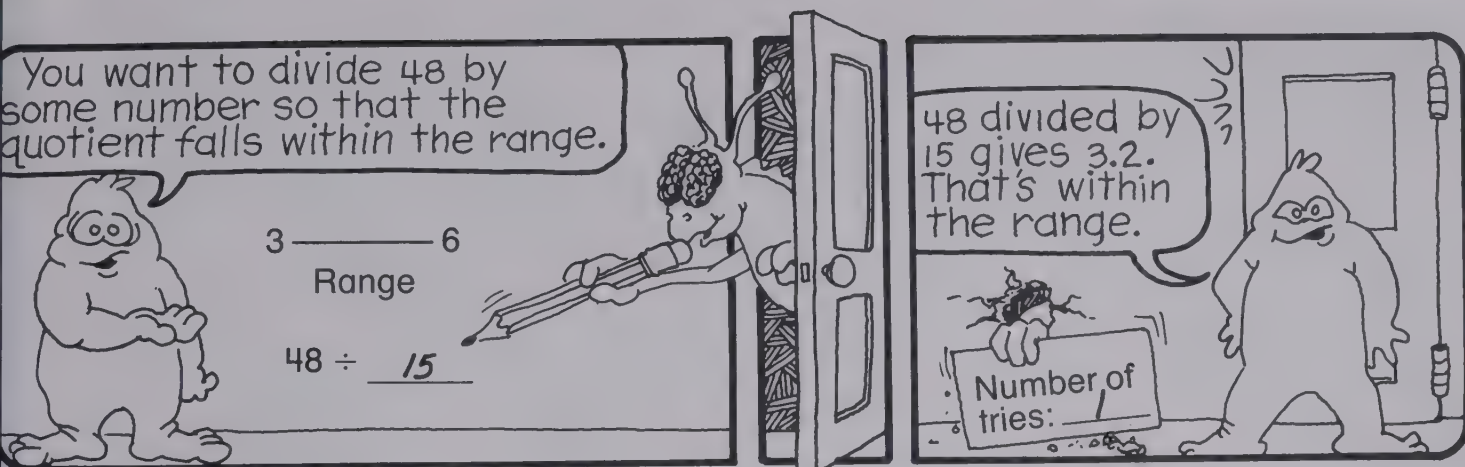
27 ÷ 6



The quotient is 4.5 and that's within the range.

Try these. Use your  to check your estimate. Be sure to record the number of tries each time.

<p>1.</p> <p>36 ÷ _____</p>  <p>Number of tries: _____</p>	<p>5.</p> <p>91 ÷ _____</p>  <p>Number of tries: _____</p>
<p>2.</p> <p>54 ÷ _____</p>  <p>Number of tries: _____</p>	<p>6.</p> <p>120 ÷ _____</p>  <p>Number of tries: _____</p>
<p>3.</p> <p>76 ÷ _____</p>  <p>Number of tries: _____</p>	<p>7.</p> <p>150 ÷ _____</p>  <p>Number of tries: _____</p>
<p>4.</p> <p>84 ÷ _____</p>  <p>Number of tries: _____</p>	<p>8.</p> <p>200 ÷ _____</p>  <p>Number of tries: _____</p>



Try these. Use your to check your estimate. Be sure to record the number of tries each time.

1.  $2 \text{ --- } 5$   
Range

$27 \div \underline{\hspace{2cm}}$

Number of tries: \_\_\_\_\_

2.  $5 \text{ --- } 8$   
Range

$61 \div \underline{\hspace{2cm}}$

Number of tries: \_\_\_\_\_

3.  $10 \text{ --- } 15$   
Range

$75 \div \underline{\hspace{2cm}}$

Number of tries: \_\_\_\_\_

4.  $12 \text{ --- } 20$   
Range

$80 \div \underline{\hspace{2cm}}$

Number of tries: \_\_\_\_\_

5.  $10 \text{ --- } 20$   
Range

$98 \div \underline{\hspace{2cm}}$

Number of tries: \_\_\_\_\_

6.  $5 \text{ --- } 10$   
Range

$100 \div \underline{\hspace{2cm}}$

Number of tries: \_\_\_\_\_

7.  $5 \text{ --- } 10$   
Range

$120 \div \underline{\hspace{2cm}}$

Number of tries: \_\_\_\_\_

8.  $10 \text{ --- } 20$   
Range

$150 \div \underline{\hspace{2cm}}$

Number of tries: \_\_\_\_\_

9.  $10 \text{ --- } 20$   
Range

$210 \div \underline{\hspace{2cm}}$

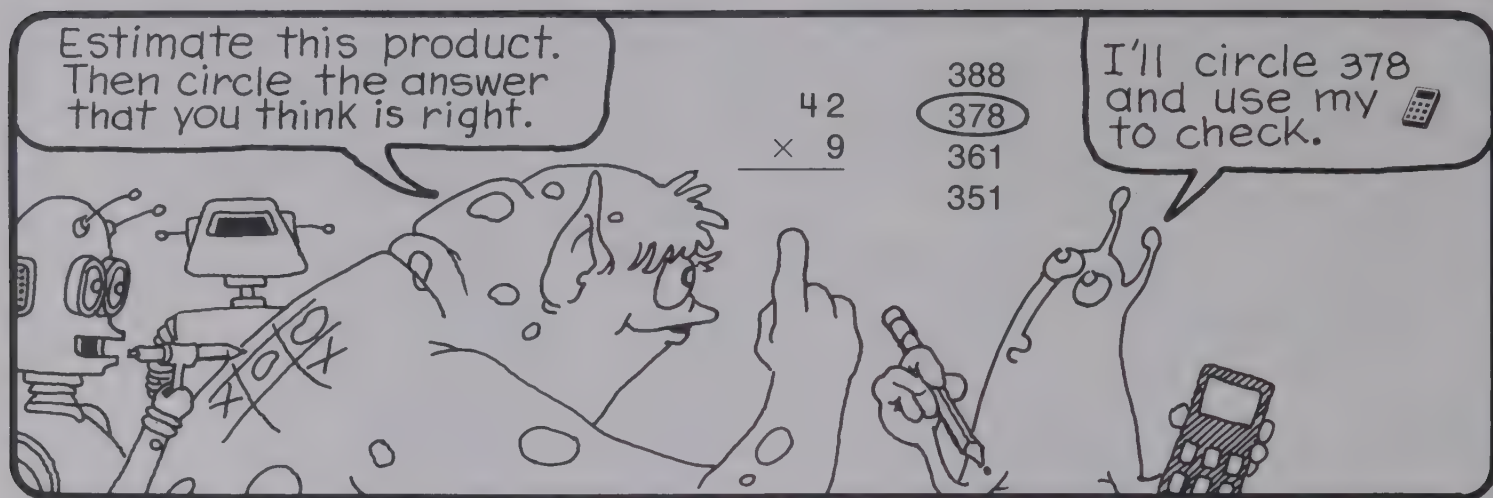
Number of tries: \_\_\_\_\_

10.  $20 \text{ --- } 30$   
Range

$300 \div \underline{\hspace{2cm}}$

Number of tries: \_\_\_\_\_





Try these. Circle your answer. Then use your to check.

1. 
$$\begin{array}{r} 12 \\ \times 4 \\ \hline \end{array}$$

48  
46  
38  
18

5.  $12 \overline{)672}$

670  
606  
516  
56

2. 
$$\begin{array}{r} 36 \\ \times 8 \\ \hline \end{array}$$

2448  
288  
248  
78

6.  $29 \times 30$

8700  
879  
870  
87

3.  $7 \overline{)119}$

112  
107  
47  
17

7.  $279 \div 9$

301  
81  
31  
13



4. 
$$\begin{array}{r} 19 \\ \times 4 \\ \hline \end{array}$$

736  
436  
76  
46

8.  $437 \times 100$

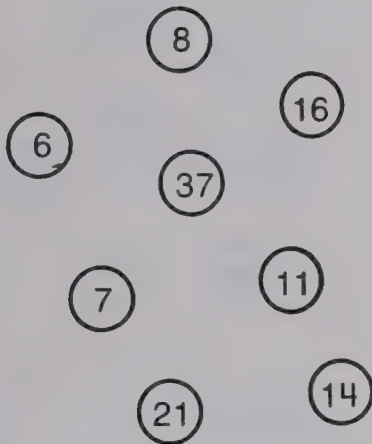
437,000  
43,700  
4370  
437

**Number of Players:** 2

**Materials:**   ; 2 different-colored sets of markers, 8 markers per set

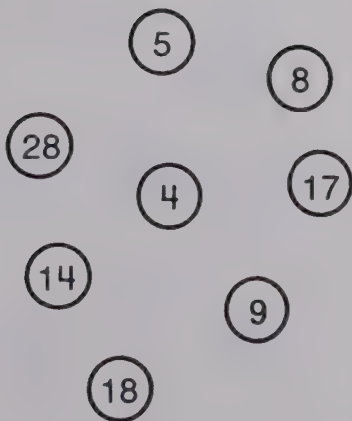
**Object of Game:** To have 4 markers in a row in any direction

Game 1



66	336	84	42
777	98	407	128
56	592	88	518
77	112	126	48

Game 2



72	56	68	144
70	112	45	85
392	476	126	224
40	153	504	252





# Quotient Board

Name \_\_\_\_\_

**Number of Players:** 2

**Materials:**   ; 2 different-colored sets of markers, 8 markers per set

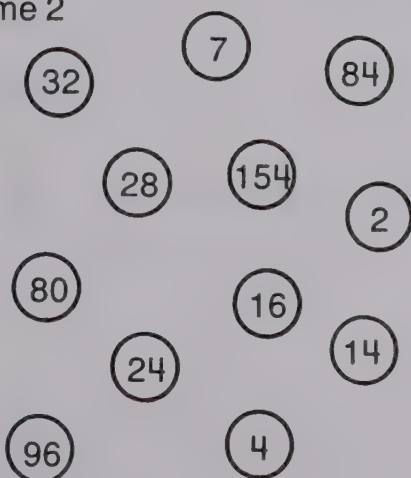
**Object of Game:** To have 4 markers in a row in any direction

Game 1



3	2	4	48
18	16	15	6
8	30	12	24
36	10	9	72

Game 2



4	21	14	3
16	7	42	6
8	20	12	24
40	2	11	5

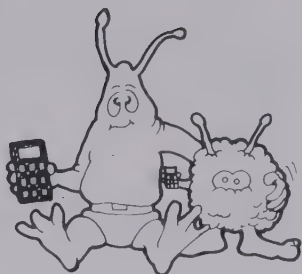


Use your  to find these products.

1.  $16 \times 9 =$  \_\_\_\_\_

$9 \times 16 =$  \_\_\_\_\_

Are these answers  
the same? \_\_\_\_\_



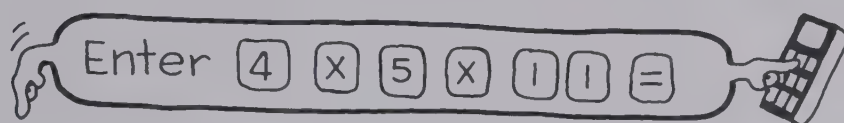
$451 \times 627 =$  \_\_\_\_\_

$627 \times 451 =$  \_\_\_\_\_

Are these answers  
the same? \_\_\_\_\_

Does it matter which factor is first when you multiply two numbers? \_\_\_\_\_

Try these.



2.  $4 \times 5 \times 11 =$  \_\_\_\_\_

$11 \times 5 \times 4 =$  \_\_\_\_\_

$5 \times 11 \times 4 =$  \_\_\_\_\_

3.  $18 \times 6 \times 47 =$  \_\_\_\_\_

$47 \times 6 \times 18 =$  \_\_\_\_\_

$6 \times 18 \times 47 =$  \_\_\_\_\_

4.  $15 \times 37 \times 23 =$  \_\_\_\_\_

$37 \times 15 \times 23 =$  \_\_\_\_\_

$23 \times 15 \times 37 =$  \_\_\_\_\_

5. Try one of your own.

\_\_\_\_\_  $\times$  \_\_\_\_\_  $\times$  \_\_\_\_\_  $\times$  \_\_\_\_\_

\_\_\_\_\_  $\times$  \_\_\_\_\_  $\times$  \_\_\_\_\_  $\times$  \_\_\_\_\_

Can the factors be in any order when you multiply three numbers? \_\_\_\_\_

Can the factors be in any order when you multiply four numbers? Let's see.

6.  $2 \times 4 \times 7 \times 3 =$  \_\_\_\_\_

$3 \times 2 \times 7 \times 4 =$  \_\_\_\_\_

$7 \times 3 \times 4 \times 2 =$  \_\_\_\_\_

7.  $12 \times 19 \times 28 \times 60 =$  \_\_\_\_\_

$19 \times 28 \times 12 \times 60 =$  \_\_\_\_\_

$60 \times 12 \times 19 \times 28 =$  \_\_\_\_\_

Try these.

8.  $5 \times 6 \times 10 \times 2 =$  \_\_\_\_\_

$2 \times 10 \times$  \_\_\_\_\_  $\times$  \_\_\_\_\_ = 600

9.  $4 \times 3 \times 12 \times 7 =$  \_\_\_\_\_

$3 \times 7 \times$  \_\_\_\_\_  $\times$  \_\_\_\_\_ = 1008



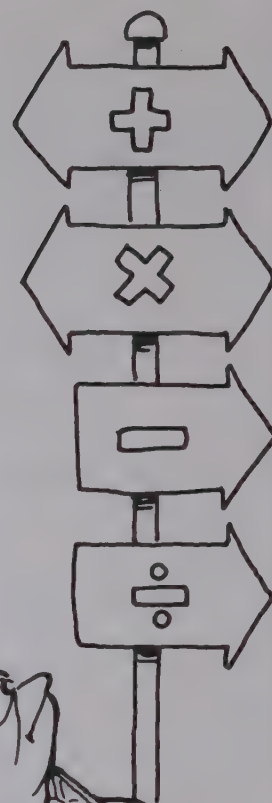
Use your  to complete the equations below.

1.  $39 + 13 =$  \_\_\_\_\_  
 $13 + 39 =$  \_\_\_\_\_  
 Are these answers the same? \_\_\_\_\_

2.  $47 - 16 =$  \_\_\_\_\_  
 $16 - 47 =$  \_\_\_\_\_  
 Are these answers the same? \_\_\_\_\_

3.  $403 \times 19 =$  \_\_\_\_\_  
 $19 \times 403 =$  \_\_\_\_\_  
 Are these answers the same? \_\_\_\_\_

4.  $80 \div 20 =$  \_\_\_\_\_  
 $20 \div 80 =$  \_\_\_\_\_  
 Are these answers the same? \_\_\_\_\_



Try these.

5.  $50 + 25 =$  \_\_\_\_\_  
 $25 + 50 =$  \_\_\_\_\_  
 Are these answers the same? \_\_\_\_\_

6.  $50 - 25 =$  \_\_\_\_\_  
 $25 - 50 =$  \_\_\_\_\_  
 Are these answers the same? \_\_\_\_\_

7.  $50 \times 25 =$  \_\_\_\_\_  
 $25 \times 50 =$  \_\_\_\_\_  
 Are these answers the same? \_\_\_\_\_

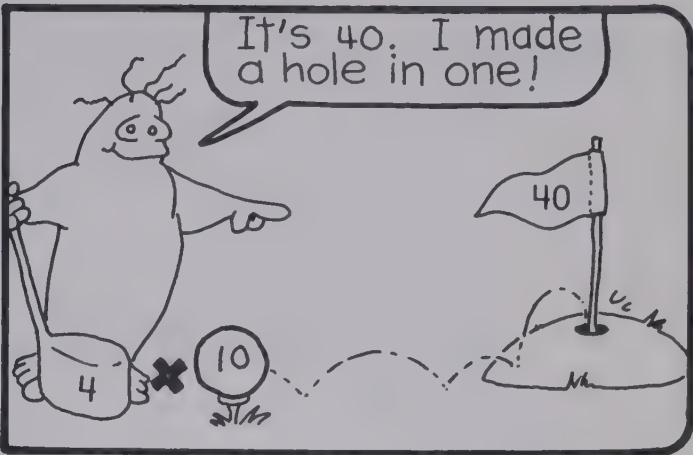
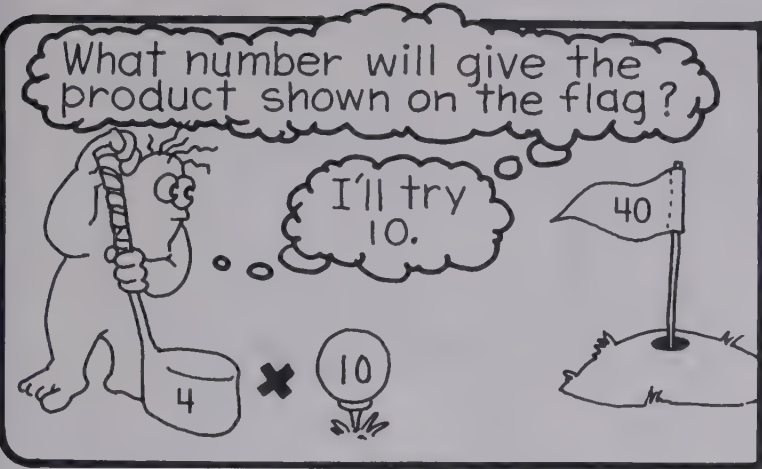
8.  $50 \div 25 =$  \_\_\_\_\_  
 $25 \div 50 =$  \_\_\_\_\_  
 Are these answers the same? \_\_\_\_\_


Does it matter which number is first when you add? \_\_\_\_\_

When you multiply? \_\_\_\_\_


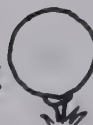
Does it matter which number is first when you subtract? \_\_\_\_\_

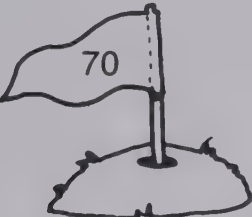
When you divide? \_\_\_\_\_





Find the number that will give the product shown on the flag. Write the number on the ball. Use your  to check your answer.


1.

 $\times$ 






2.

 $\times$ 






3.

 $\times$ 






4.

 $\times$ 






5.

 $\times$ 





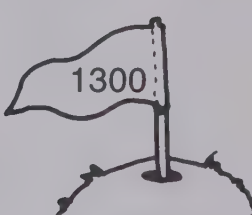
6.

 $\times$ 






7.


 $\times$ 



8.

 $\times$ 



Find the number that will give the product shown on the flag. Write the number on the ball.  
Use your  to check your answer.

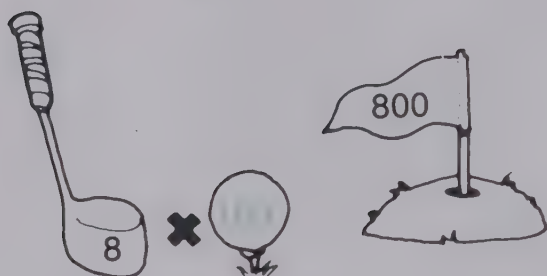
1.



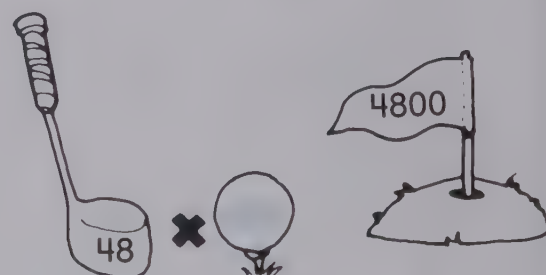
6.



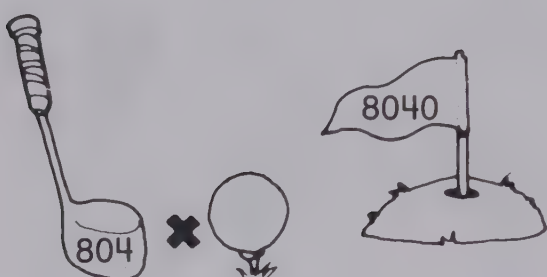
2.



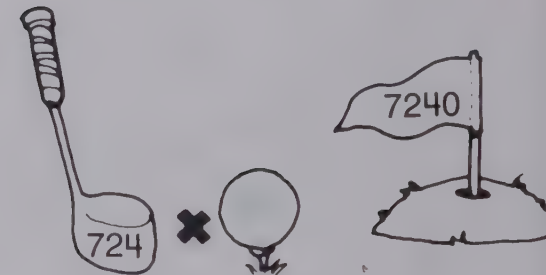
7.



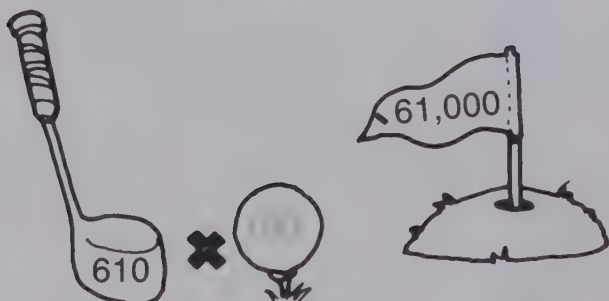
3.



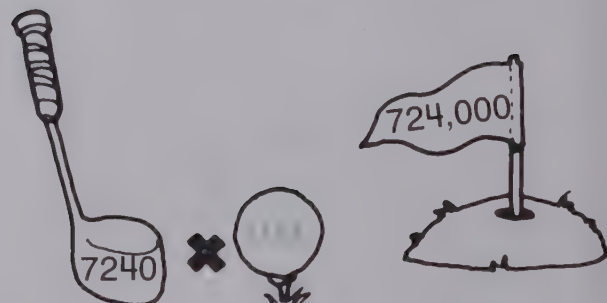
8.



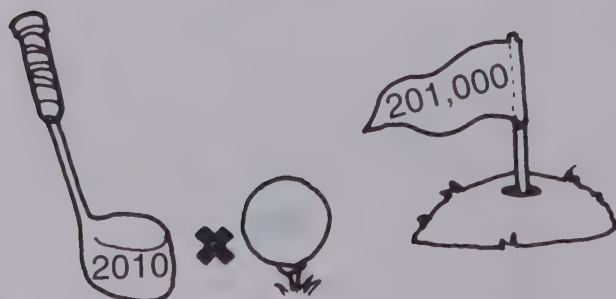
4.



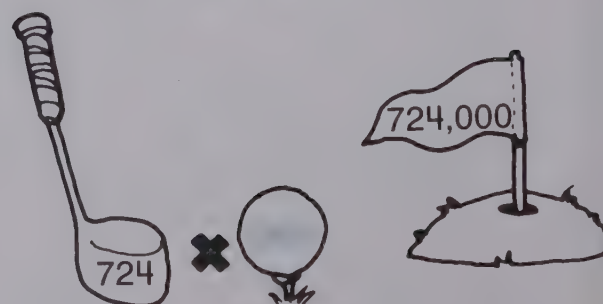
9.








5.




10.

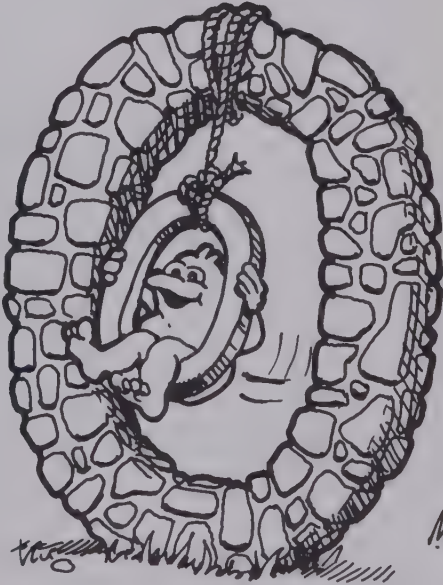









1. Use your   $\longrightarrow 8 \times 10 =$  \_\_\_\_\_  
How many 0's in 10? \_\_\_\_\_ How many 0's in the product? \_\_\_\_\_
2. Use your   $\longrightarrow 6 \times 100 =$  \_\_\_\_\_  
How many 0's in 100? \_\_\_\_\_ How many 0's in the product? \_\_\_\_\_
3. Use your   $\longrightarrow 9 \times 1000 =$  \_\_\_\_\_  
How many 0's in 1000? \_\_\_\_\_ How many 0's in the product? \_\_\_\_\_
4. Solve this equation. Do not use your  .  
 $4 \times 1000 =$  \_\_\_\_\_  
Check your answer with your  .

Complete this multiplication table. Use your  to check your answers.

X	10	100	1000
7			
14		1400	
28			28,000
247			
989			




1. Use your   $\longrightarrow 10 \times 100 =$  \_\_\_\_\_  
How many 0's in 10? \_\_\_\_\_ How many 0's in 100? \_\_\_\_\_  
What is the total number of 0's in both factors? \_\_\_\_\_  
How many 0's in the product? \_\_\_\_\_
2. Use your   $\longrightarrow 100 \times 1000 =$  \_\_\_\_\_  
How many 0's in 100? \_\_\_\_\_ How many 0's in 1000? \_\_\_\_\_  
What is the total number of 0's in both factors? \_\_\_\_\_  
How many 0's in the product? \_\_\_\_\_
3. Use your   $\longrightarrow 100 \times 100 =$  \_\_\_\_\_  
How many 0's in 100? \_\_\_\_\_ In 100? \_\_\_\_\_ What is the total number of 0's in both factors? \_\_\_\_\_
4. Solve this equation. Do not use your  .  
 $100 \times 10,000 =$  \_\_\_\_\_  
Use your  to check your answer.



Complete the multiplication table below. Use your  to check.

X	10	100	1000
10			
100			
1000			

Use your   $\longrightarrow 28 \times 4 = \underline{\hspace{2cm}}$

Now use your  to solve these equations.



$28 \times 40 = \underline{\hspace{2cm}}$

$28 \times 400 = \underline{\hspace{2cm}}$

$28 \times 4000 = \underline{\hspace{2cm}}$

$280 \times 4 = \underline{\hspace{2cm}}$


$2800 \times 4 = \underline{\hspace{2cm}}$

$28,000 \times 4 = \underline{\hspace{2cm}}$

$280 \times 40 = \underline{\hspace{2cm}}$

$280 \times 400 = \underline{\hspace{2cm}}$

Look for patterns. What are some patterns that you see?

Use your   $\longrightarrow 38 \times 6 = \underline{\hspace{2cm}}$



Now use this fact to solve these equations.



$38 \times 60 = \underline{\hspace{2cm}}$

$38 \times 600 = \underline{\hspace{2cm}}$

$38 \times 6000 = \underline{\hspace{2cm}}$

$380 \times 6 = \underline{\hspace{2cm}}$


$3800 \times 6 = \underline{\hspace{2cm}}$

$38,000 \times 6 = \underline{\hspace{2cm}}$

$380 \times 60 = \underline{\hspace{2cm}}$

$380 \times 600 = \underline{\hspace{2cm}}$

Use your  to check your answers.

Use your .

Now use these —

to help answer these.

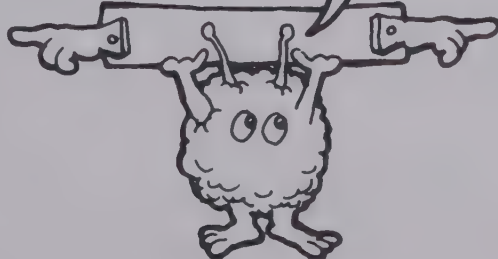
$47 \times 5 = \underline{\hspace{2cm}}$

$26 \times 11 = \underline{\hspace{2cm}}$

$4 \times 53 = \underline{\hspace{2cm}}$

$8 \times 40 = \underline{\hspace{2cm}}$

$17 \times 23 = \underline{\hspace{2cm}}$



$47 \times 50 = \underline{\hspace{2cm}}$

$260 \times 110 = \underline{\hspace{2cm}}$

$4 \times 530 = \underline{\hspace{2cm}}$

$8 \times 400 = \underline{\hspace{2cm}}$

$170 \times 2300 = \underline{\hspace{2cm}}$





Use your .

$$31 \times 7 = \underline{\quad 217 \quad}$$

$$25 \times 9 = \underline{\quad 225 \quad}$$

$$76 \times 8 = \underline{\quad 608 \quad}$$

$$82 \times 5 = \underline{\quad 410 \quad}$$

Now solve these without your . Use the equations above to help you find the products.

$$310 \times 7 = \underline{\quad 2170 \quad}$$

$$25 \times 900 = \underline{\quad 22500 \quad}$$

$$31 \times 70 = \underline{\quad 2170 \quad}$$

$$2500 \times 9 = \underline{\quad 22500 \quad}$$

$$760 \times 8 = \underline{\quad 6080 \quad}$$

$$82 \times 50 = \underline{\quad 4100 \quad}$$

$$76,000 \times 8 = \underline{\quad 608,000 \quad}$$

$$820 \times 500 = \underline{\quad 410,000 \quad}$$

Now check with your .

The answers to these problems are too big for your . Can you find the answers anyway?

$$31,000 \times 7000 = \underline{\quad 217,000,000 \quad}$$

$$76,000 \times 80,000 = \underline{\quad 6,080,000,000 \quad}$$

$$25,000,000 \times 90 = \underline{\quad 2,250,000,000 \quad}$$


$$82,000 \times 5000 = \underline{\quad 410,000,000 \quad}$$

$28 \div 4 =$  \_\_\_\_\_


$280 \div 40 =$  \_\_\_\_\_

$2800 \div 40 =$  \_\_\_\_\_

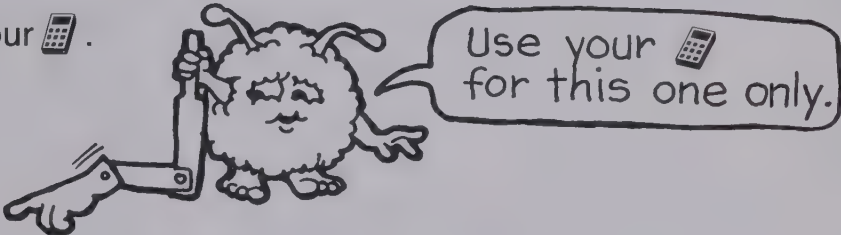
$2800 \div 4 =$  \_\_\_\_\_

Can you solve these without your  ?


$36 \div 9 =$ _____	$360 \div 9 =$ _____	$3600 \div 9 =$ _____	$36,000 \div 9 =$ _____
$360 \div 90 =$ _____	$3600 \div 90 =$ _____	$36,000 \div 90 =$ _____	$360,000 \div 90 =$ _____
$3600 \div 900 =$ _____	$36,000 \div 900 =$ _____	$360,000 \div 900 =$ _____	

Use your  to check your work.

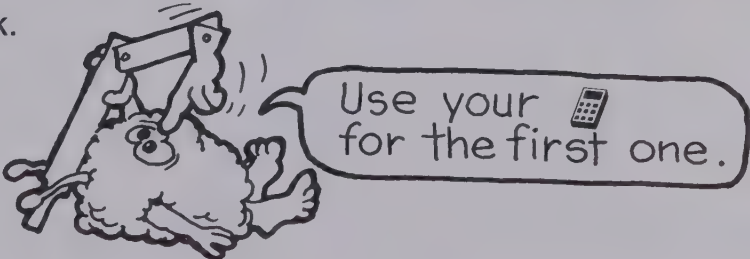
Now try these without your .



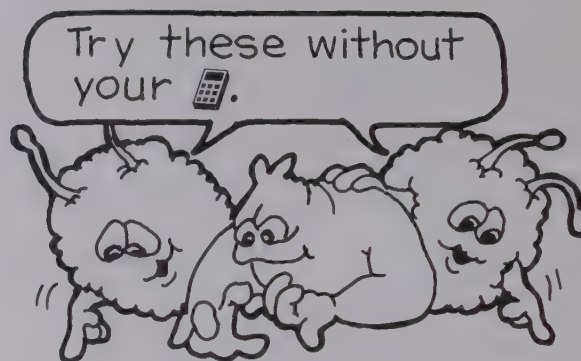
$162 \div 6 =$ _____	$1620 \div 6 =$ _____	$16,200 \div 6 =$ _____
$1620 \div 60 =$ _____	$16,200 \div 60 =$ _____	$162,000 \div 60 =$ _____
$16,200 \div 600 =$ _____	$162,000 \div 600 =$ _____	$1,620,000 \div 600 =$ _____

Use your  to check your work.

Here are some more.



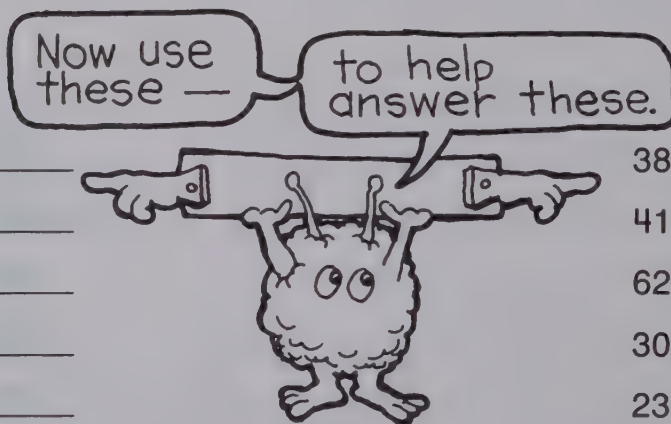
$387 \div 9 =$ _____	$3870 \div 9 =$ _____	$38,700 \div 9 =$ _____
$3870 \div 90 =$ _____	$38,700 \div 90 =$ _____	$387,000 \div 90 =$ _____
$38,700 \div 900 =$ _____	$387,000 \div 900 =$ _____	$3,870,000 \div 900 =$ _____
$387,000 \div 9000 =$ _____	$3,870,000 \div 9000 =$ _____	



- |                          |                           |                            |
|--------------------------|---------------------------|----------------------------|
| 1. $364 \div 7 =$ _____  | $36,400 \div 70 =$ _____  | $36,400 \div 7 =$ _____    |
| 2. $831 \div 3 =$ _____  | $8310 \div 3 =$ _____     | $83,100 \div 300 =$ _____  |
| 3. $494 \div 13 =$ _____ | $4940 \div 130 =$ _____   | $49,400 \div 1300 =$ _____ |
| 4. $420 \div 7 =$ _____  | $42,000 \div 7 =$ _____   | $42,000 \div 700 =$ _____  |
| 5. $336 \div 8 =$ _____  | $3360 \div 8 =$ _____     | $336,000 \div 80 =$ _____  |
| 6. $318 \div 53 =$ _____ | $31,800 \div 530 =$ _____ | $3180 \div 53 =$ _____     |

Check your work with your .

Use your .



- |                        |                           |
|------------------------|---------------------------|
| $38 \div 2 =$ _____    | $380 \div 20 =$ _____     |
| $417 \div 3 =$ _____   | $417,000 \div 3 =$ _____  |
| $625 \div 25 =$ _____  | $6250 \div 25 =$ _____    |
| $306 \div 17 =$ _____  | $30,600 \div 170 =$ _____ |
| $2321 \div 11 =$ _____ | $23,210 \div 110 =$ _____ |

Use your to check all of your work.



1. Use your  to count by 2s. Enter  $0+2=$ . Keep pressing  $=$ .  
Write the numbers below.

Multiples of 2

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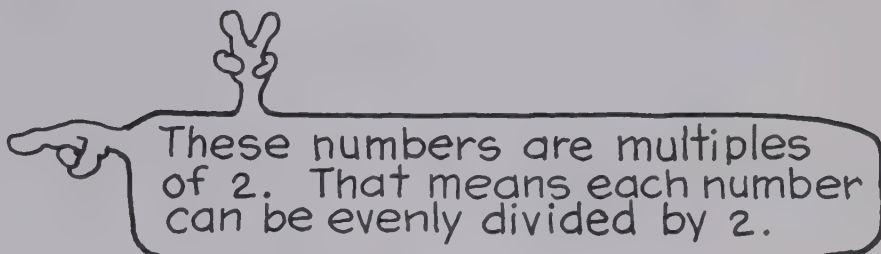
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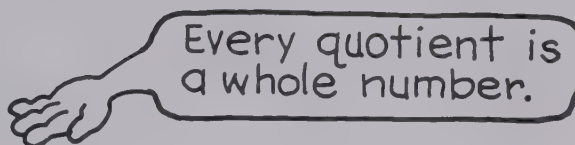
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2. Find these quotients.

Multiples of 2

$$\begin{aligned} 2 \div 2 &= \underline{\quad} \\ 4 \div 2 &= \underline{\quad} \\ 6 \div 2 &= \underline{\quad} \\ 10 \div 2 &= \underline{\quad} \end{aligned}$$




3. Here are some multiples of 2. Circle the last digit in each number.


10	40	70
12	44	72
20	54	84
22	62	88
26	68	96

What do you notice about the circled digits? \_\_\_\_\_

What can you say about a number whose last digit is even?  
\_\_\_\_\_

4. Which of these numbers can be evenly divided by 2? Circle your guesses.  
Then use your  to check your answers.

53      163      9990      2323      443  
42      2772      694      2332      805  
1756      1000

1. Use your  to count by 5s. Enter  $0+5=$ . Keep pressing  $=$ . Write the numbers below.

Multiples of 5

5  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



These are multiples of 5. That means each number can be evenly divided by 5.

2. Find the quotients below.

Multiples of 5

$5 \div 5 =$  \_\_\_\_\_  
 $10 \div 5 =$  \_\_\_\_\_  
 $15 \div 5 =$  \_\_\_\_\_  
 $20 \div 5 =$  \_\_\_\_\_

Every quotient is a whole number.



3. Look at the list below. Circle the last digit in each number.

5	35	65
10	40	70
15	45	75
20	50	80
25	55	85
30	60	90




Here are some multiples of 5.

What do you notice about the circled digits? \_\_\_\_\_

What can you say about a number that ends in 5 or 0?

\_\_\_\_\_

4. Which of these numbers can be evenly divided by 5? Circle your guesses. Then use your  to check your answers.

74      730      50015      85      20035  
635      620      459      50051      46      23  
870      10      555

Find the sum of the digits in each number below.

Number	Digits	Sum of Digits
18	$1 + 8$	<u>          </u>
20	$2 + 0$	<u>          </u>
24	<u>          </u>	<u>          </u>
41	<u>          </u>	<u>          </u>
14	<u>          </u>	<u>          </u>
57	<u>          </u>	<u>          </u>



Look at this column.  
circle every number that  
can be evenly divided by  
3. Use your



If a number is divisible by 3, will the sum of its digits also be divisible by 3?  
Let's try some more.

Each of these numbers is divisible by 3.  
Use your to check them.

	Digits	Sum of Digits
21	$2 + 1$	<u>3</u>
33	<u>          </u>	<u>          </u>
108	<u>          </u>	<u>          </u>
801	<u>          </u>	<u>          </u>
1101	<u>          </u>	<u>          </u>

Are all of these numbers divisible by 3?  
Use your to check.

Circle the numbers below that can be evenly divided by 3. First guess, then use your to check.

20,011      10,002      1111      44,400      733  
999      2010      40,023      3603  
6433      323      555      741      231,000

Can you write some other numbers that are divisible by 3?



Use your  to count by 6s. Enter  $0+6=$ . Keep pressing  $=$ .

Write your numbers here.

Multiples of 6

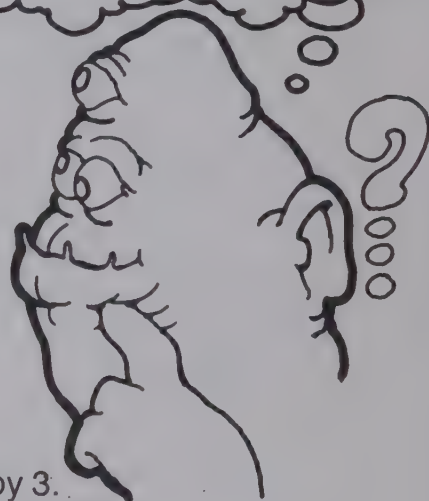


6  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Here are some multiples of 6. Write the sum of the digits in each.

	Digits	Sum of Digits
12	<u>1 + 2</u>	<u>3</u>
24	_____	_____
30	_____	_____
36	_____	_____
42	_____	_____
48	_____	_____

Are all these numbers divisible by 3?



Are all these numbers even?

We know:

A number is divisible by 3 if the sum of its digits is divisible by 3.  
A number is divisible by 2 if its last digit is even.

Complete this fact  $\longrightarrow 2 \times 3 = \underline{\quad}$  So every number that is divisible by 6 is also divisible by 3 and by 2.


Do you think you can tell if a number is divisible by 6?

A number is divisible by 6 if:

- (1) the sum of its digits is divisible by 3, and
- (2) its last digit is even.

Circle the numbers below that are divisible by 6.

5118      4117      8552      26616  
90      3102      182      3016      930      741

Write some numbers of your own. Try to make them divisible by 6. Then use your  to check your work.

Use your  to solve these equations.

$9 \times 1 = \underline{\hspace{2cm}}$

$9 \times 2 = \underline{\hspace{2cm}}$

$9 \times 3 = \underline{\hspace{2cm}}$

$9 \times 4 = \underline{\hspace{2cm}}$

$9 \times 5 = \underline{45}$

$9 \times 6 = \underline{\hspace{2cm}}$

$9 \times 7 = \underline{\hspace{2cm}}$

$9 \times 8 = \underline{\hspace{2cm}}$

$9 \times 9 = \underline{\hspace{2cm}}$

$99 \times 1 = \underline{\hspace{2cm}}$

$99 \times 2 = \underline{\hspace{2cm}}$

$99 \times 3 = \underline{297}$

$99 \times 4 = \underline{\hspace{2cm}}$

$99 \times 5 = \underline{\hspace{2cm}}$

$99 \times 6 = \underline{\hspace{2cm}}$

$99 \times 7 = \underline{693}$



$99 \times 8 = \underline{\hspace{2cm}}$

$99 \times 9 = \underline{\hspace{2cm}}$

What is the sum of the digits in each product? \_\_\_\_\_

What is the sum of the first and last digits in each product? \_\_\_\_\_

What number is the middle digit in each product? \_\_\_\_\_

Let's try some more. If you think you can answer without using your , write your guess. Then use your  to check.

$999 \times 1 = \underline{\hspace{2cm}}$

$999 \times 2 = \underline{1998}$

$999 \times 3 = \underline{\hspace{2cm}}$

$999 \times 4 = \underline{\hspace{2cm}}$

$999 \times 5 = \underline{\hspace{2cm}}$

$999 \times 6 = \underline{\hspace{2cm}}$

$999 \times 7 = \underline{\hspace{2cm}}$

$999 \times 8 = \underline{7992}$

$999 \times 9 = \underline{\hspace{2cm}}$

$9999 \times 1 = \underline{\hspace{2cm}}$

$9999 \times 2 = \underline{\hspace{2cm}}$

$9999 \times 3 = \underline{\hspace{2cm}}$

$9999 \times 4 = \underline{\hspace{2cm}}$

$9999 \times 5 = \underline{49995}$

$9999 \times 6 = \underline{\hspace{2cm}}$



$9999 \times 7 = \underline{\hspace{2cm}}$

$9999 \times 8 = \underline{\hspace{2cm}}$

$9999 \times 9 = \underline{89991}$

What is the sum of the first and last digits in each product? \_\_\_\_\_

The middle digits are always what number? \_\_\_\_\_

Use your  to solve these equations. When you see the pattern, try to guess the remaining answers. Then use your  to check.

1.  $3 \times 9 = \underline{27}$

$3 \times 99 = \underline{297}$

$3 \times 999 = \underline{\hspace{2cm}}$

$3 \times 9999 = \underline{\hspace{2cm}}$

$3 \times 99999 = \underline{\hspace{2cm}}$

5.  $5 \times 9 = \underline{45}$

$5 \times 99 = \underline{\hspace{2cm}}$

$5 \times 999 = \underline{\hspace{2cm}}$

$5 \times 9999 = \underline{\hspace{2cm}}$

$5 \times 99999 = \underline{\hspace{2cm}}$

2.  $6 \times 9 = \underline{\hspace{2cm}}$

$6 \times 99 = \underline{\hspace{2cm}}$

$6 \times 999 = \underline{5994}$

$6 \times 9999 = \underline{\hspace{2cm}}$

$6 \times 99999 = \underline{\hspace{2cm}}$

6.  $7 \times 9 = \underline{\hspace{2cm}}$

$7 \times 99 = \underline{\hspace{2cm}}$

$7 \times 999 = \underline{\hspace{2cm}}$

$7 \times 9999 = \underline{69993}$

$7 \times 99999 = \underline{\hspace{2cm}}$

3.  $9 \times 9 = \underline{\hspace{2cm}}$

$9 \times 99 = \underline{\hspace{2cm}}$

$9 \times 999 = \underline{\hspace{2cm}}$

$9 \times 9999 = \underline{89991}$

$9 \times 99999 = \underline{\hspace{2cm}}$

7.  $4 \times 9 = \underline{\hspace{2cm}}$

$4 \times 99 = \underline{396}$

$4 \times 999 = \underline{\hspace{2cm}}$

$4 \times 9999 = \underline{\hspace{2cm}}$

$4 \times 99999 = \underline{\hspace{2cm}}$

4.  $2 \times 9 = \underline{18}$

$2 \times 99 = \underline{\hspace{2cm}}$

$2 \times 999 = \underline{\hspace{2cm}}$

$2 \times 9999 = \underline{\hspace{2cm}}$

$2 \times 99999 = \underline{199998}$

8.  $8 \times 9 = \underline{\hspace{2cm}}$


$8 \times 99 = \underline{\hspace{2cm}}$

$8 \times 999 = \underline{\hspace{2cm}}$

$8 \times 9999 = \underline{\hspace{2cm}}$


$8 \times 99999 = \underline{\hspace{2cm}}$



Find the multiples to 50 for each of these numbers. Use your .

To find the multiples of 2, enter  $2+2=$ . Keep pressing  $=$ .  
To find the multiples of 3, enter  $3+3=$ . Keep pressing  $=$ .

2	3	4	5	6	7
<u>4</u>			<u>10</u>	<u>12</u>	<u>14</u>
		<u>28</u>	<u>35</u>	<u>42</u>	
	<u>27</u>		<u>45</u>		
<u>20</u>					
<u>22</u>					
<u>36</u>					
<u>44</u>					



Here is a number chart. Cross off every number that is in your lists of multiples.

1	2	3	<del>4</del>	5	<del>6</del>	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Now circle the numbers on the chart that have not been crossed off. Write those numbers below.

\_\_\_\_\_

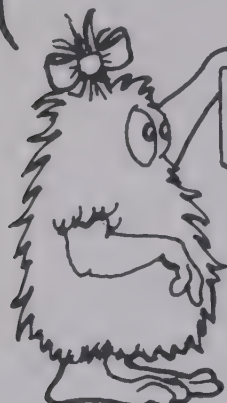
\_\_\_\_\_

These are prime numbers. A prime number has no factors other than 1 and itself.

A prime number is not a multiple of any other number.

How do I find the prime factors of this number?

It's easy. Just follow these steps.



- Choose a prime number that will evenly divide 42.
- Choose a prime number that will evenly divide the quotient.
- Stop when the quotient is a prime number.

$$\begin{array}{r} 21 \\ 2 \overline{)42} \end{array}$$

$$\begin{array}{r} 7 \\ 3 \overline{)21} \\ 2 \overline{)42} \end{array}$$

$$\begin{array}{r} 7 \\ 3 \overline{)21} \\ 2 \overline{)42} \end{array}$$

The prime factors of 42 are 2, 3, and 7.

$$\underline{2 \times 3 \times 7 = 42}$$

Use your to find the prime factors of each number below. Write a multiplication equation using those factors. Check the multiplication on your .

Example:  $\begin{array}{r} 12 \\ 11 \overline{)132} \\ 2 \overline{)264} \end{array}$

$$\underline{2 \times 11 \times 12}$$

Enter  $\textcircled{2}\textcircled{6}\textcircled{4}\div\textcircled{2}$

Press  $\div$

Enter  $\textcircled{1}\textcircled{1}$

Press  $\div$

4.  $\begin{array}{r} \phantom{00} \\ \phantom{00} \overline{)245} \end{array}$

\_\_\_\_\_

5.  $\begin{array}{r} \phantom{00} \\ \phantom{00} \overline{)105} \end{array}$

\_\_\_\_\_

6.  $\begin{array}{r} \phantom{00} \\ \phantom{00} \overline{)208} \end{array}$

\_\_\_\_\_

7.  $\begin{array}{r} \phantom{00} \\ \phantom{00} \overline{)1000} \end{array}$

\_\_\_\_\_

1.  $\begin{array}{r} \phantom{00} \\ \phantom{00} \overline{)135} \end{array}$

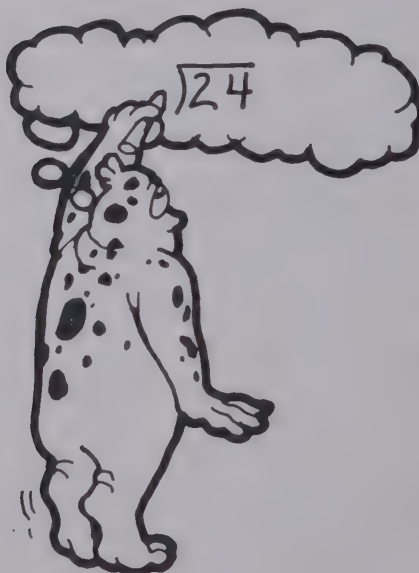
\_\_\_\_\_

2.  $\begin{array}{r} \phantom{00} \\ \phantom{00} \overline{)360} \end{array}$

\_\_\_\_\_

3.  $\begin{array}{r} \phantom{00} \\ \phantom{00} \overline{)50} \end{array}$

\_\_\_\_\_



Number of Players: 2

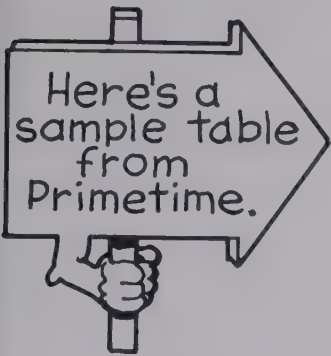
Materials: 

Object of Game: To score the highest number of points




Rules: First player fills in the table under Player 1.

Second player fills in the table under Player 2.

The total score for each player is recorded. The player with the higher score is the winner.



Enter	Prime Number	Quotient	Score
150 ÷	<u>2</u>	= <u>75</u>	<u>1</u>
<del>75</del> ÷	<del>2</del>	= <del>10.714</del>	<del>-1</del>
<u>75</u> ÷	<u>5</u>	= <u>15</u>	<u>1</u>
<u>15</u> ÷	<u>3</u>	= <u>5</u>	<u>1</u>
<u>5</u> ÷	<u>5</u>	= <u>1</u>	<u>1</u>
<u>2 x 5 x 3 x 5 = 150</u>			Total: <u>3</u>

- Pick a prime number that you think will divide 150 evenly. Write that number. ➤2
- Use your  to divide. Write the quotient. ➤75
- 75 is a whole number. Score 1 point. Write 75 in the Enter column.
- Pick a prime number that you think will divide 75 evenly. Write that number. ➤7
- Use your  to divide. Write the quotient. ➤10.714
- 10.714 is not a whole number. Score -1 point. Mark an X over this try.
- Write 75 again. Pick another prime number that you think will divide 75 evenly. Write that number. ➤5
- Continue dividing by prime numbers. Each time the quotient is a whole number, score 1 point. Then write the quotient under Enter, and pick a prime number that will divide it evenly.
- Each time the quotient is not a whole number, score -1 point. Mark an X over that entry. Then pick another prime number to try.
- Stop when the display shows 1 as a quotient.
- Add up your score.
- Write the multiplication equation and check it with your .

Game 1

Player 1				Player 2			
Enter	Prime Number	Quotient	Score	Enter	Prime Number	Quotient	Score
126 ÷	_____	= _____	_____	84 ÷	_____	= _____	_____
_____ ÷	_____	= _____	_____	_____ ÷	_____	= _____	_____
_____ ÷	_____	= _____	_____	_____ ÷	_____	= _____	_____
_____ ÷	_____	= _____	_____	_____ ÷	_____	= _____	_____
_____ ÷	_____	= _____	_____	_____ ÷	_____	= _____	_____
_____ ÷	_____	= _____	_____	_____ ÷	_____	= _____	_____
_____ = 126			Total: _____	_____ = 84			Total: _____



## Game 2

Player 1				Player 2			
Enter	Prime Number	Quotient	Score	Enter	Prime Number	Quotient	Score
40	÷	_____	= _____	60	÷	_____	= _____
_____	÷	_____	= _____	_____	÷	_____	= _____
_____	÷	_____	= _____	_____	÷	_____	= _____
_____	÷	_____	= _____	_____	÷	_____	= _____
			= 40				= 60
			Total: _____				Total: _____

## Game 3

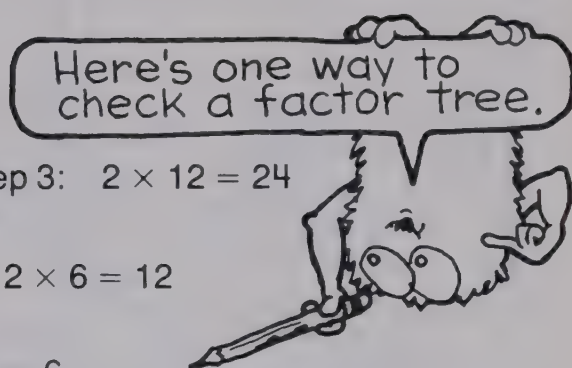
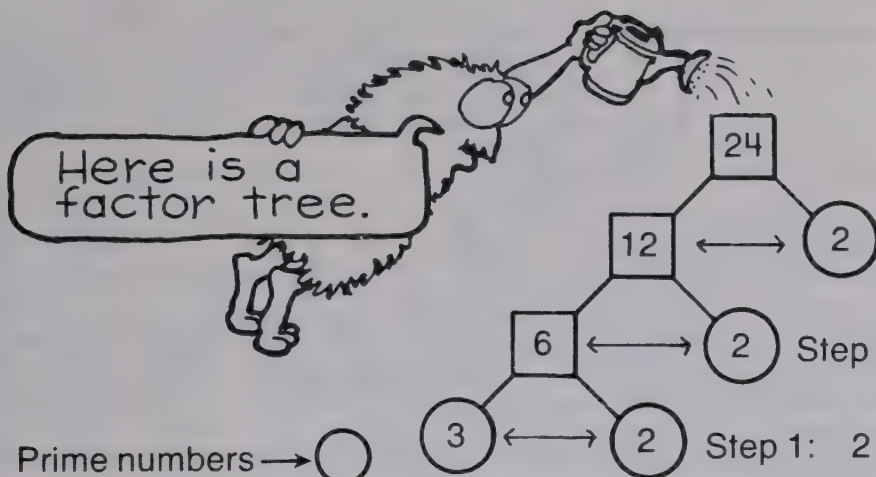
Player 1				Player 2			
Enter	Prime Number	Quotient	Score	Enter	Prime Number	Quotient	Score
130	÷	_____	= _____	78	÷	_____	= _____
_____	÷	_____	= _____	_____	÷	_____	= _____
_____	÷	_____	= _____	_____	÷	_____	= _____
_____	÷	_____	= _____	_____	÷	_____	= _____
			= 130				= 78
			Total: _____				Total: _____

## Game 4

Player 1				Player 2			
Enter	Prime Number	Quotient	Score	Enter	Prime Number	Quotient	Score
750	÷	_____	= _____	1050	÷	_____	= _____
_____	÷	_____	= _____	_____	÷	_____	= _____
_____	÷	_____	= _____	_____	÷	_____	= _____
_____	÷	_____	= _____	_____	÷	_____	= _____
_____	÷	_____	= _____	_____	÷	_____	= _____
_____	÷	_____	= _____	_____	÷	_____	= _____
			= 750				= 1050
			Total: _____				Total: _____

## Game 5

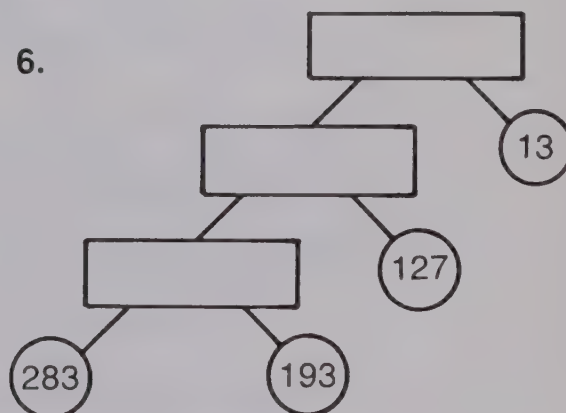
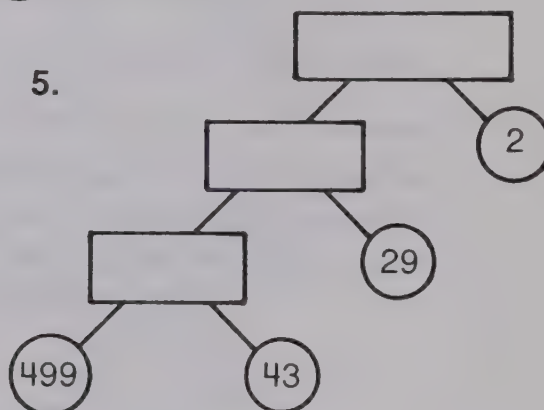
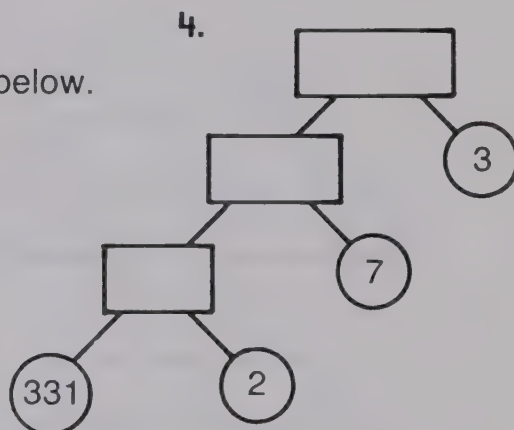
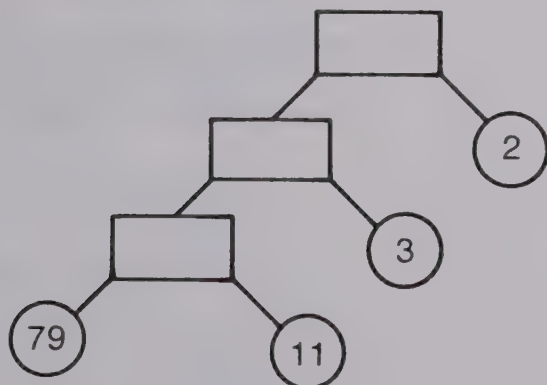
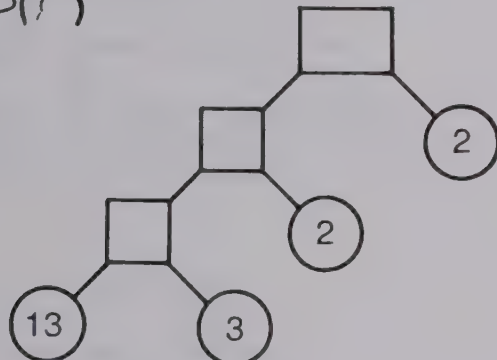
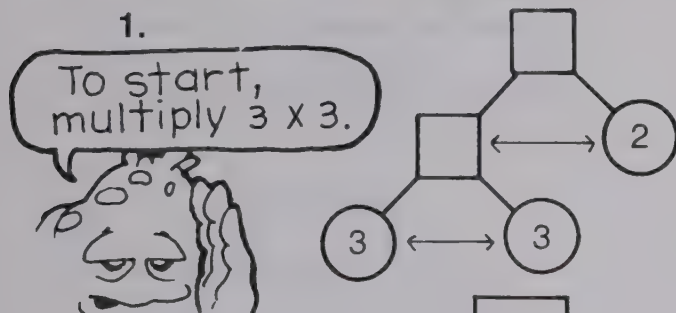
Player 1				Player 2			
Enter	Prime Number	Quotient	Score	Enter	Prime Number	Quotient	Score
9625	÷	_____	= _____	6125	÷	_____	= _____
_____	÷	_____	= _____	_____	÷	_____	= _____
_____	÷	_____	= _____	_____	÷	_____	= _____
_____	÷	_____	= _____	_____	÷	_____	= _____
_____	÷	_____	= _____	_____	÷	_____	= _____
_____	÷	_____	= _____	_____	÷	_____	= _____
			= 9625				= 6125
			Total: _____				Total: _____



Prime numbers → ○

Composite numbers → □

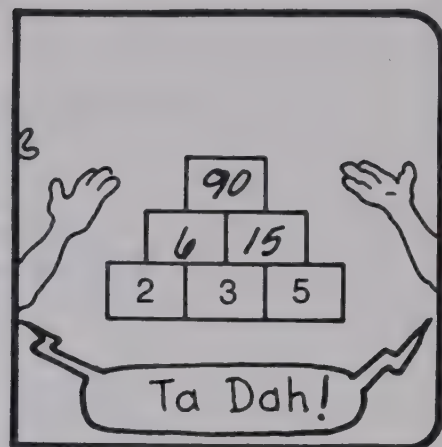
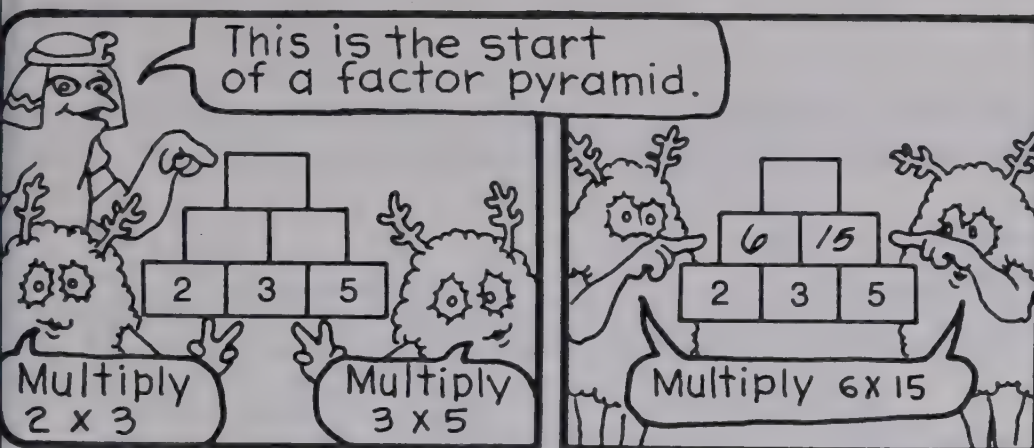
The composite numbers are missing on the factor trees below. Can you find them? Use your .



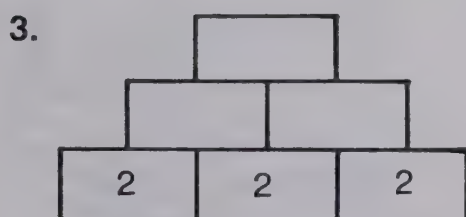
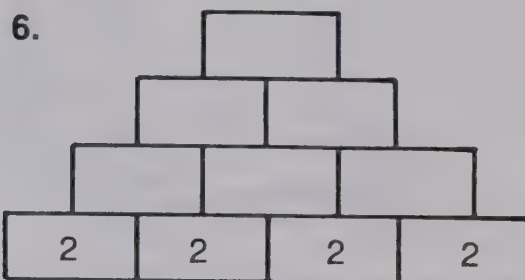
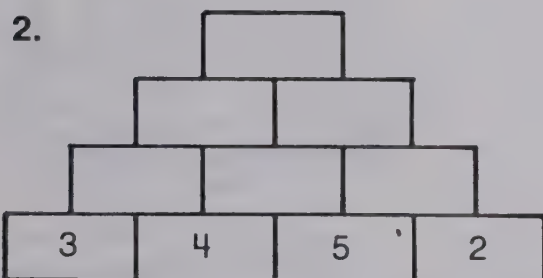
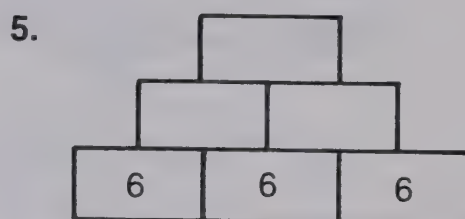
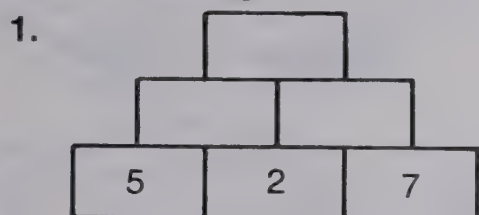
Now use your to check each factor tree. Start with the composite at the top of each tree, and divide by the first prime. Continue dividing by the primes until the display shows the last prime.



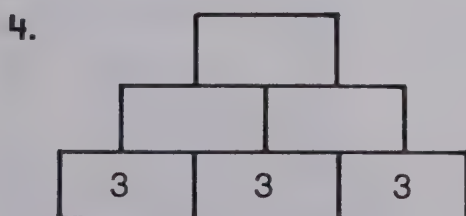
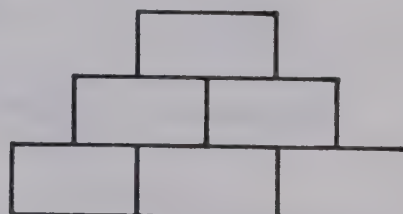




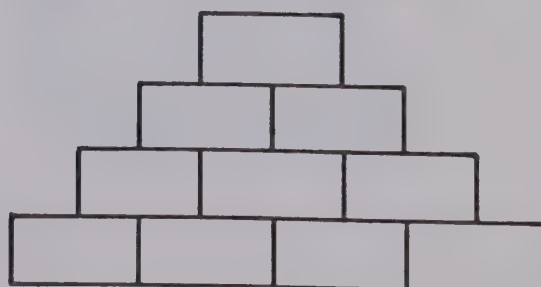
Try these. Use your .




7. Use the numbers 2, 5, and 7 on the bottom row. Place them in any order. What is the highest number you can have on the top step?

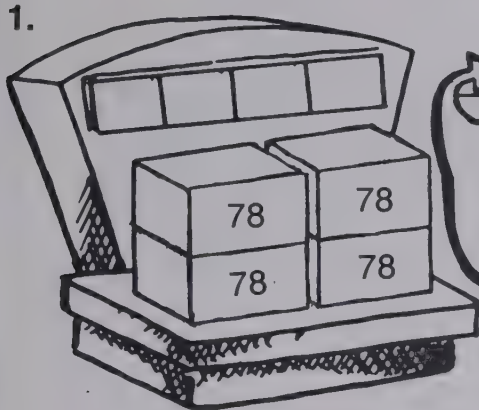
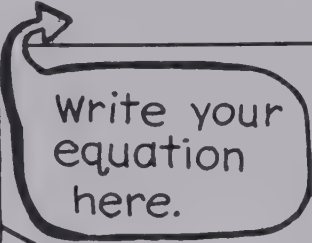


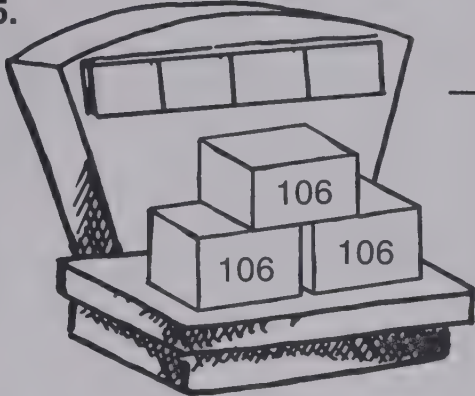
8. Use the numbers 2, 3, 4, and 5 on the bottom row. Place them in any order. What is the lowest number you can have on the top step?

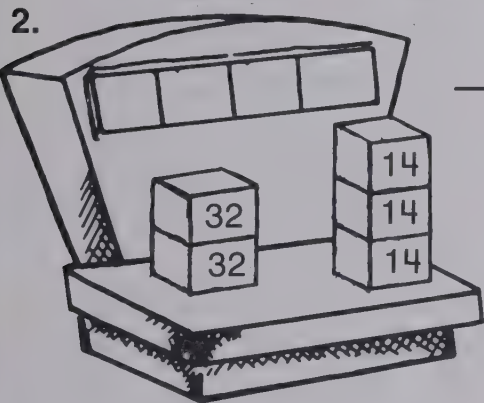


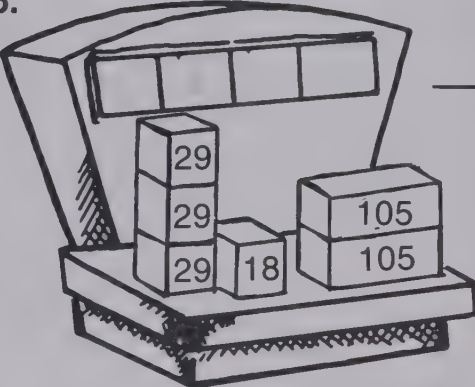


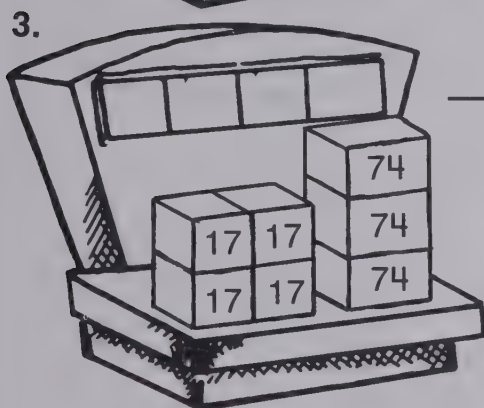
Use your  to find the total weight on each scale below. Write the weight on the scale. Then write an equation to show how you found each weight.

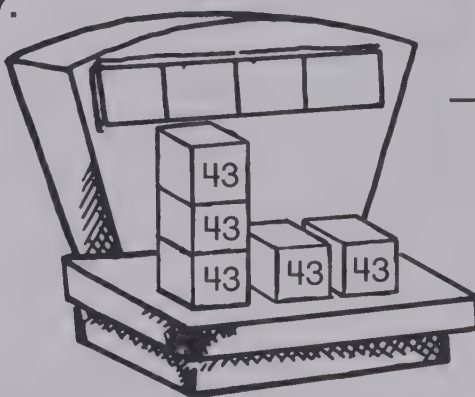
1.   Write your equation here.

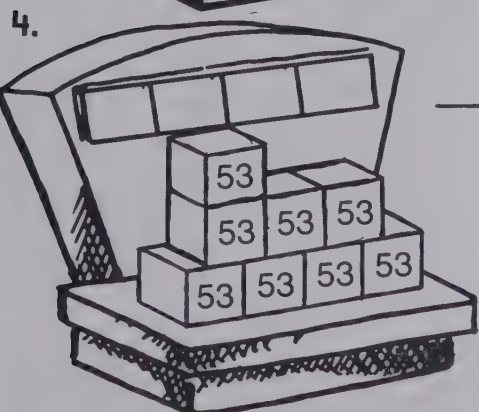
5.  \_\_\_\_\_

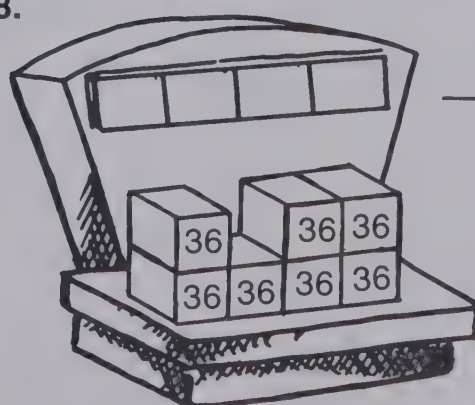
2.  \_\_\_\_\_

6.  \_\_\_\_\_

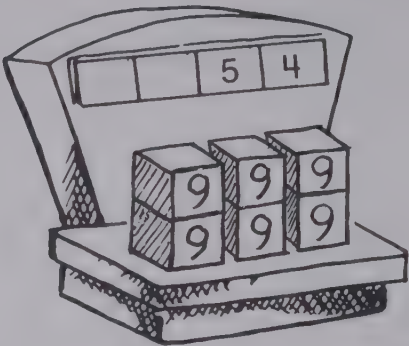
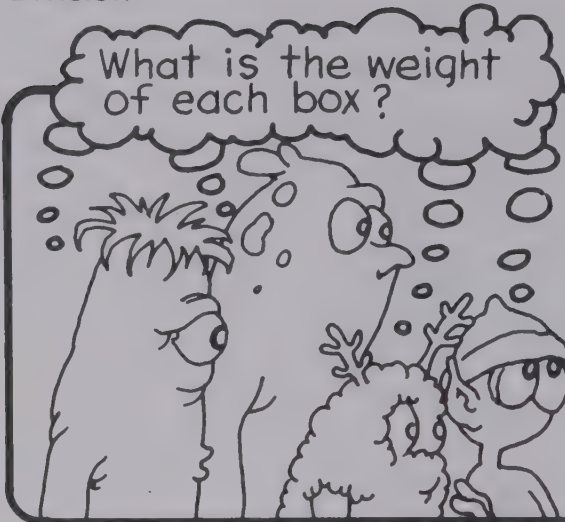
3.  \_\_\_\_\_

7.  \_\_\_\_\_

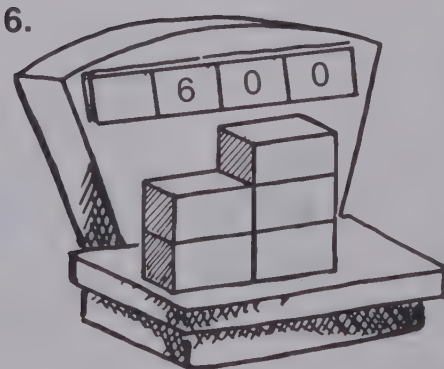
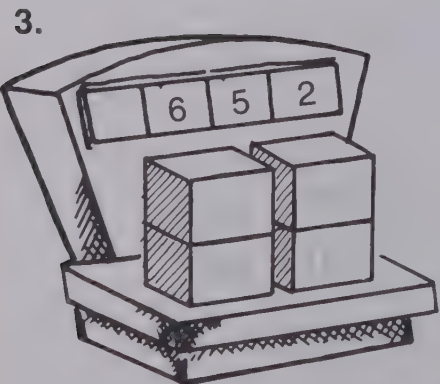
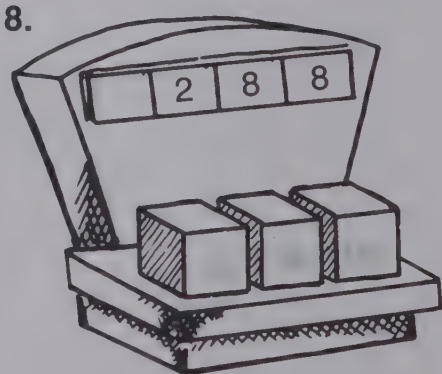
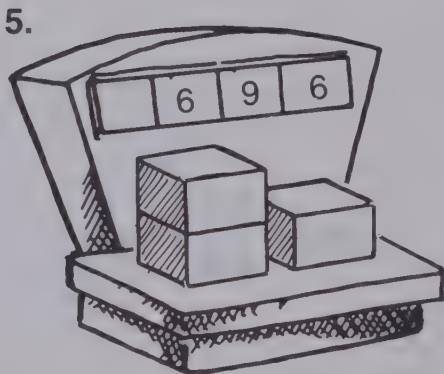
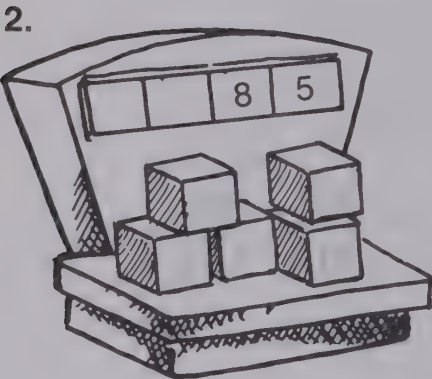
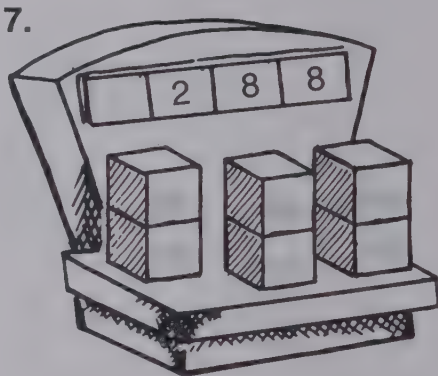
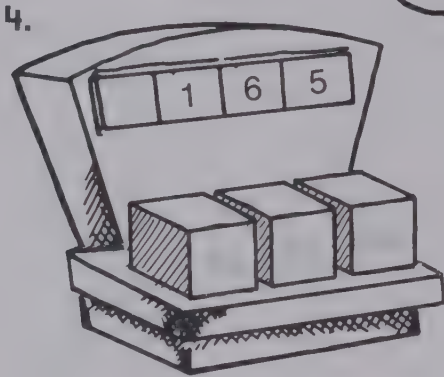
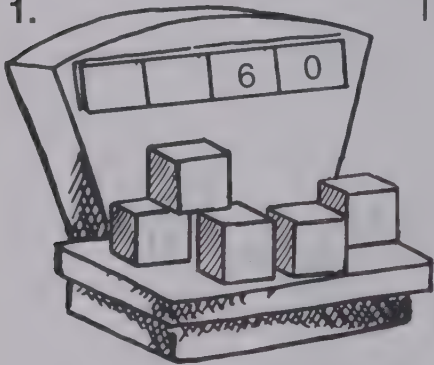
4.  \_\_\_\_\_

8.  \_\_\_\_\_

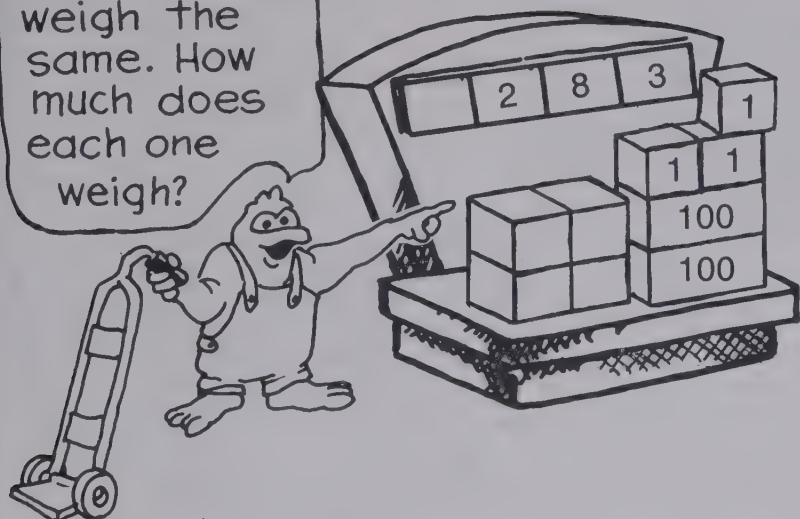




1. Try these. Use your .



These boxes weigh the same. How much does each one weigh?



Try these. Use your to find the weight of each unmarked box. Write the weight in each box, then show your work.

1.

4.

2.

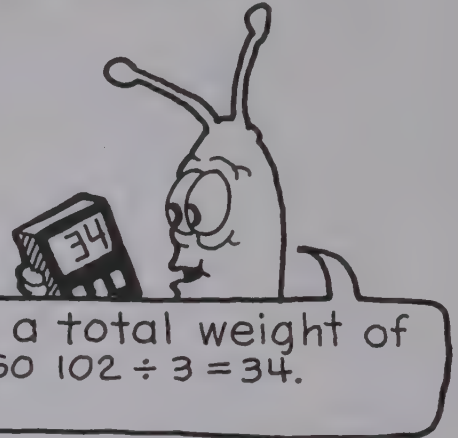
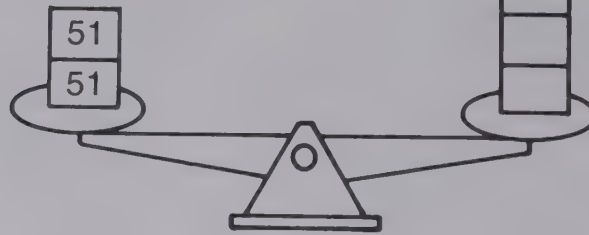
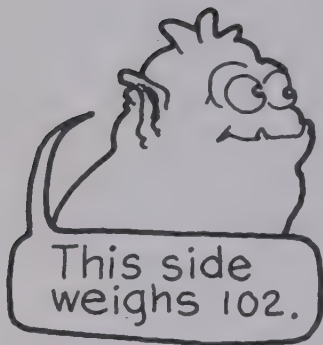
5.

3.

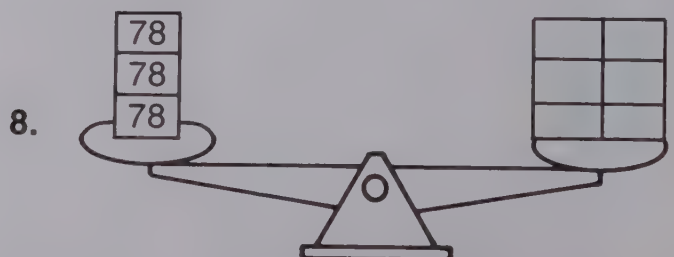
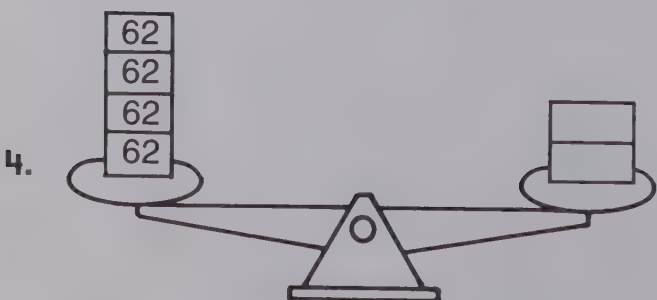
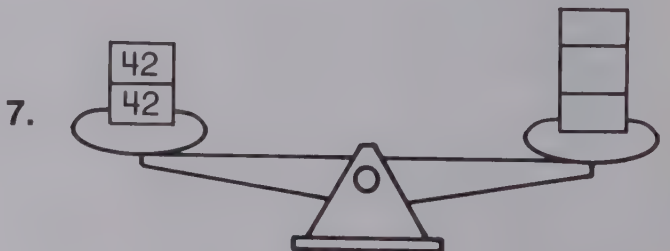
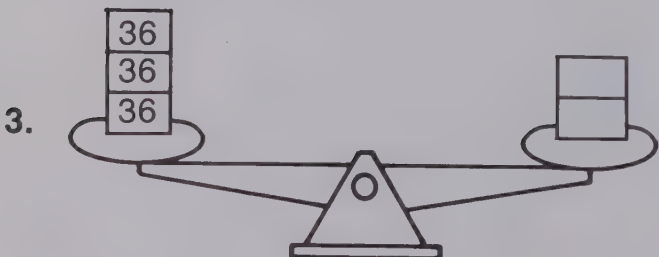
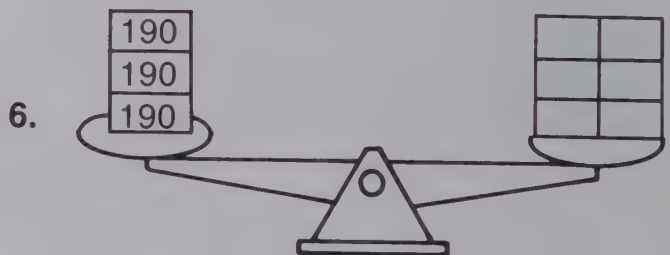
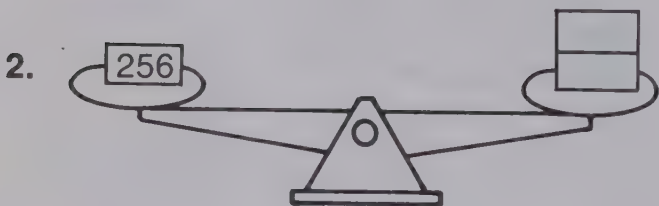
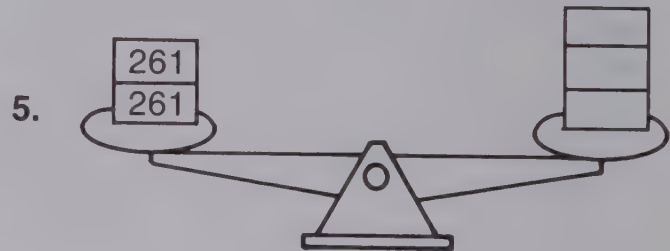
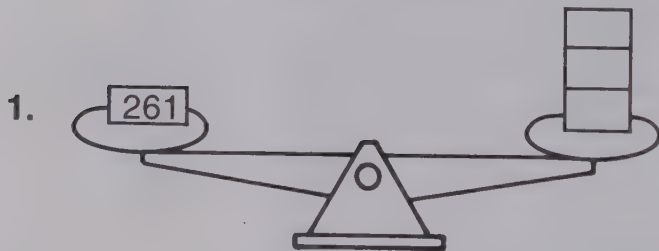
6.

To balance, both sides must weigh the same.

Each of these boxes weighs the same.



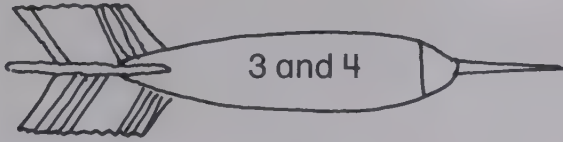
Try these. Use your to find the weight of each box. Write the weight in each box.



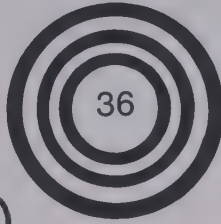


# Hit the Target

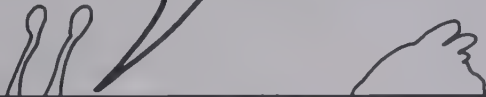
Name \_\_\_\_\_



$$\underline{\quad} \times \underline{\quad} \times \underline{\quad} =$$



The product must be the number in the target. Each factor must be either 3 or 4.



Let's see.

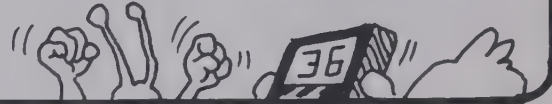
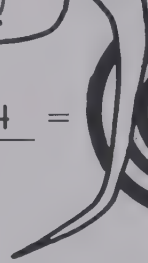
$$3 \times 4 \times 4 = 48$$

$$3 \times 3 \times 4 = 36$$

That's it!

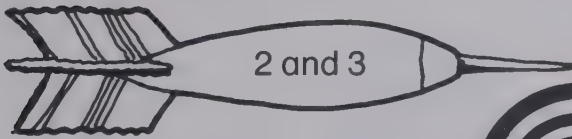
$$\underline{3} \times \underline{3} \times \underline{4} =$$

36



Try these. Use your .

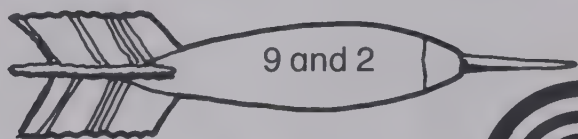
1.



$$\underline{\quad} \times \underline{\quad} \times \underline{\quad} =$$



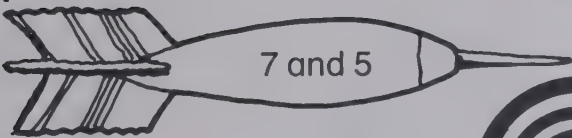
5.



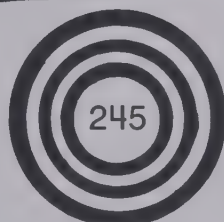
$$\underline{\quad} \times \underline{\quad} \times \underline{\quad} =$$



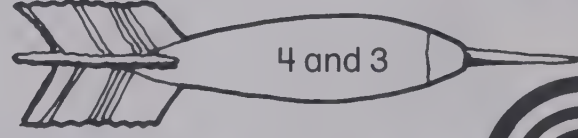
2.



$$\underline{\quad} \times \underline{\quad} \times \underline{\quad} =$$



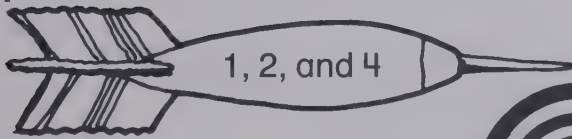
6.



$$\underline{\quad} \times \underline{\quad} \times \underline{\quad} =$$



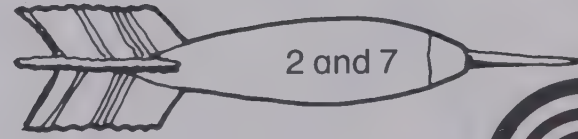
3.



$$\underline{\quad} \times \underline{\quad} \times \underline{\quad} \times \underline{\quad} =$$



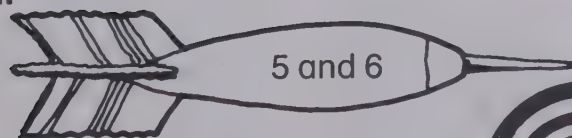
7.



$$\underline{\quad} \times \underline{\quad} \times \underline{\quad} =$$



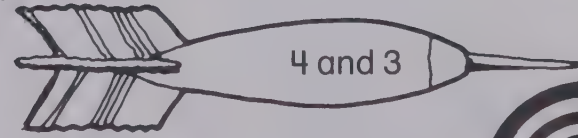
4.



$$\underline{\quad} \times \underline{\quad} \times \underline{\quad} =$$

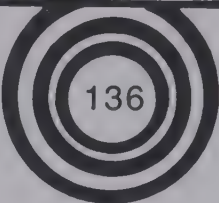
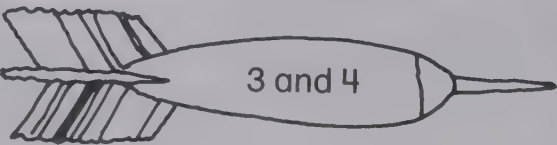


8.



$$\underline{\quad} \times \underline{\quad} \times \underline{\quad} \times \underline{\quad} =$$





The product must be the target number.  
The factors may only have the digits 3 and 4 in them.

33  
x 4  
132

44  
x 3  
132

34  
x 3  
102

34  
x 4  
136 !

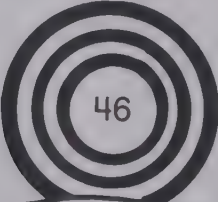
34  
x 4  
136

That's it!

34  
x 4  
136


Try these. Use your .

1.




2 and 3

5.




2 and 3

2.



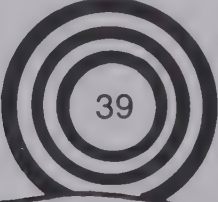
2 and 4

6.




6 and 1

3.



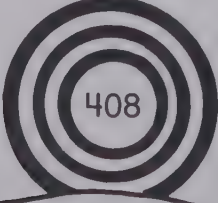
3 and 1

7.




2 and 4

4.




6 and 8

8.



9 and 1

Use your  to help you fill in the blanks.

1.  $2 \times 3 \times 5 =$  \_\_\_\_\_

2.  $3 \times 1 \times 4 =$  \_\_\_\_\_

3.  $2 \times 4 \times$  \_\_\_\_\_  $= 40$

4.  $8 \times$  \_\_\_\_\_  $\times 1 = 24$

5.  $2 \times 3 \times$  \_\_\_\_\_  $= 36$

6. \_\_\_\_\_  $\times 2 \times 2 = 8$

7.  $4 \times 8 \times$  \_\_\_\_\_  $= 0$

8.  $3 \times 5 \times$  \_\_\_\_\_  $\times 2 = 120$

9.  $4 \times 5 \times$  \_\_\_\_\_  $= 200$

10.  $4 \times 5 \times$  \_\_\_\_\_  $= 2000$

11.  $4 \times 50 \times$  \_\_\_\_\_  $= 2000$

12.  $3 \times 4 \times$  \_\_\_\_\_  $= 600$

13.  $30 \times 4 \times$  \_\_\_\_\_  $= 600$

14.  $3 \times 10 \times$  \_\_\_\_\_  $\times 5 = 600$





Study this table.



Rule: Multiply by 4, then add 3.		
	$\times 4$	$+3$
5	20	23
6	24	27
10	40	43
12	48	51

Take each number in this column, multiply by 4, then add 3.

To use your , enter  $5 \times 4 + 3 =$

The display shows 20.

The display shows 23.

Complete each table below. Use your .

1.

Rule: Multiply by 4, then add 5.		
	$\times 4$	$+5$
1		
2		
3		17
4	16	

2.

Rule: Multiply by 5, then subtract 3.		
	$\times 5$	$-3$
3		
4		17
5		
6		
7		

3.

Rule: Multiply by 2, then subtract 11.		
	$\times 2$	$-11$
596		
597		
598		1185
599		
600		


4.

Rule: Multiply by 100, then add 14.		
	$\times 100$	$+14$
66		
67		
68		
69		
70		

5. Try making up one of your own.

Rule: Multiply by _____, then _____.		
3		
10		
17		
100		



Use your  to complete the tables below.

1.

Rule: Divide by 3, then add 4.		
	$\div 3$	$+ 4$
12		
9		7
36	12	
30		
39		

4.

Rule: Multiply by 3, add 5.		
	$\times 3$	$+ 5$
11	33	
27		86
49		
55		
83		

2.

Rule: Divide by 6, then subtract 3.		
	$\div 6$	$- 3$
36		
54		
60		7
24		
18		

5.

Rule: Add 5, multiply by 3.		
	$+ 5$	$\times 3$
11		48
27		
49	54	
55		
83		

3.

Rule: Divide by 4, multiply by 4.		
	$\div 4$	$\times 4$
8		8
16		
68	17	
112		
200		

6.

Rule: Multiply by 21, divide by 21, add 10.			
	$\times 21$	$\div 21$	$+ 10$
84			
231			
441			
210			
693			

# Find the Rule

Name \_\_\_\_\_

Start at 10, and divide by 2. That gives 5. 5 plus what equals 8? I know. 3.



Rule: Divide by 2, add \_\_\_\_.

	$\div 2$	$+$ <input type="text"/>
10	5	8
12	6	9
18	9	12

Rule: Divide by 2, add 3.

	$\div 2$	$+$ <input type="text"/>
10	5	8

Use your to find the missing rules in the tables below.

1. Rule: Multiply by 2, add \_\_\_\_.

	$\times 2$	$+$ <input type="text"/>
1	2	7
2	4	9
3	6	11
4	8	13

2. Rule: Multiply by 3, subtract \_\_\_\_.

	$\times 3$	$-$ <input type="text"/>
1	3	2
2	6	5
3	9	8
4	12	11

3. Find the rule. Then complete the table.

Rule: Divide by 3, add \_\_\_\_.

	$\div 3$	$+$ <input type="text"/>
12	4	8
9	3	7
6		6
3		
18		
24		

4. Find the rule. Then complete the table.

Rule: Multiply by 8, subtract \_\_\_\_.

	$\times 8$	$-$ <input type="text"/>
1	8	5
2	16	13
3		21
10		
15		

5. Find the rule. Then complete the table.

Look for the operation too!

Rule: Subtract 1, \_\_\_\_.

	$-1$	<input type="text"/> <input type="text"/>
6	5	25
8	7	35
2		5
7		
10		


6. Find the rule.

Don't forget to write the operation.

Rule: \_\_\_\_\_, add 2.

	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
10	5	7
8	4	6
6	3	5
4	2	4
2	1	3



Use your  to solve each problem below. Color the space  
blue if the answer is even,  
yellow if the answer is odd.

$34 \times 427$	$549 \times 9$	$2163 \times 7$	$6 \times 911$
$915 \times 3$	$1406 \times 397$	$4 \times 621$	$9071 \times 7$
$26 \times 85$	$410 \times 8$	$498 \times 8$	$79 \times 4$
$61 \times 57$			$75 \times 91$
$25 \times 57$	$32 \times 23$	$82 \times 14$	$923 \times 67$
$934 \times 6$			$71 \times 98$
$231 \times 233$	$969 \times 18$	$58 \times 165$	$909 \times 909$
$462 \times 579$	$147 \times 931$	$809 \times 105$	$853 \times 246$

- When you multiply two odd numbers, is the product odd or even? odd
- When you multiply two even numbers, is the product odd or even? even
- When you multiply an odd and an even number, is the product odd or even? even

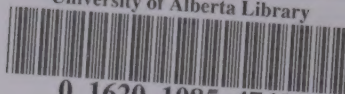








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